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## ABSTRACT

This report presents the findings of a 1978 survey of 1,688 elementary school principals. The report summarizes elementary principals' characteristics, experience, professional activities, salaries, and benefits. The characteristics of principals' schools and staffs and principals' relationships with both are discussed. The survey also looked at the principal's role within the school system and responsibilities for collective bargaining. Finally, the study uncovered the principal's problems and opinions and made predictions about the future of the principalship. (Author/JM)

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# The Elementary School Principalship in 1978: A Research Study

William L. Pharis and Sally Banks Zakariya

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## FOREWORD

In *The Crack-Up*, F. Scott Fitzgerald wrote: "The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time and still function." That statement seems to reflect the particular problems associated with serving as a school principal in 1978. For while the resources at our disposal have decreased, the tasks assigned to us have grown. Legislative and judicial decisions during the past decade have meant that schools now provide *more* services--from free breakfasts to immunizations--to a broader segment of the school-age population (including the handicapped) than ever before.

The problems we face as principals today are in sharp contrast to those we confronted in 1968, when the last study of the elementary school principalship was conducted. Ten years ago, principals presided over an expanding enterprise. We were trying to find enough teachers, enough textbooks, enough space. Federal support for education--and for educational innovation--was at its highest point, fostering new ideas in building design, teaching techniques, and curriculum content. Teachers' salaries were rising to attract qualified people into the classroom, and teachers' strikes were so rare that they were almost unthinkable. In this era of relative good feeling, most administrators and teachers belonged to the same professional organizations--NEA and their state education association.

In 1978, many of our problems seem to be the opposite of those we faced ten years ago: declining enrollments, reductions in staff, and school closings. In fact, one theme of this study might be "learning to live with less." There is less support--either political or financial--for educational innovation. There is less diversity in our profession--



there are fewer women and fewer minorities in the principalship than ever before. There is less money available to local school districts for teachers' salary increases, and as a result, teachers' strikes are increasing in number and duration. There is less agreement among professional educators on all issues facing them, and so since the time of the last study, administrators and teachers have formed separate professional organizations to better articulate their individual viewpoints.

Through the years, the men and women of our profession have tackled seemingly irreconcilable conflicts to provide more and better services to children. This is the continuing challenge to our profession. The NAESP Board of Directors and I are proud to represent the dedicated members we serve during this time of dynamic change.

Nellie B. Quander  
President  
National Association of  
Elementary School Principals

## PREFACE

The 1978 survey of the elementary school principalship is the fifth of its kind. The National Association of Elementary School Principals issued similar reports in 1928, 1948, 1958, and 1968. Together, the five studies reflect not only the changing status of the elementary school principal, but also the changing concerns of those who occupy the position. Those changes are reflected in the studies themselves. Only a few status questions--age, sex, years of experience, and so on--are common to all five studies. In the studies, as in the principalship itself, perhaps the greatest changes have been evident over the last decade or so. Thus, while there are some similarities between the present report and its 1968 predecessor, there are also striking differences. For instance, in the 1968 study NAESP asked no questions at all about negotiations, strikes, declining enrollments, school closings, or the administrative team. Rather, in that study we concentrated more on the school itself and its characteristics. The present report, on the other hand, is almost exclusively a study of the world of the elementary school principal.

Just as this study is about principals, so it is written for them. We know that principals have a better than average grasp of statistics, but we have, nevertheless, presented most of the data in terms of percents or fractions. We have, in other words, chosen ease of readability over the more exhaustive and complex statistical presentation of data. For the same reason, we have tried to avoid the use of words and terms that have one definition when used by a statistician and another when used in general conversation. If such words and terms do appear in the following pages, they should be considered as casual or conversational. (See "Scope and Limitations of the Study.")

Another word about language is also in order here. We estimate

that between 9,000 and 10,000 of the elementary school principals in this country are women. This report is about them as well as their roughly 42,000 male colleagues. While we have tried to avoid the use of sexist language, we ran aground--as have other writers before us--on the lack of a genderless pronoun in the English language. Our decision--like that of many writers before us--has been to use the masculine pronoun, with the understanding that it includes, both by semantics and by intent, the feminine gender as well. This usage will be especially evident (and, as our data show, unfortunately apt) in the introductions to each chapter, where we describe the "typical" elementary school principal.

#

The raw data generated by the 1978 survey amount to three generous volumes of computer printouts. Obviously, we have had to exercise some editorial judgment in deciding what findings should be reported. Our aim has been to produce a report that can be used by two different, but possibly overlapping, groups of readers. The first group is made up of practitioners--both principals and prospective principals--who will be able to get a broad picture of the state of the principalship through a casual reading of this study. The second group consists of researchers and historians in education who, we hope, will find this report a valuable resource in their studies, now and in the years to come. Both groups are referred to in the section entitled "Scope and Limitations of the Study," the Appendix, and the Bibliography for more information about the study itself and for suggested supplementary reading.

#

The authors are indebted to literally thousands of people who, in one way or another, helped this study become a reality:

- To the members of NAESP, who provide both the resources for the study and its primary readership.
- To the 1,688 elementary school principals who, already inundated by forms, nevertheless found time to respond to our questionnaire.
- To the NAESP Board of Directors, who approved the continuation of

the series of 10-year studies and allowed the Executive Director time to do the research and writing.

- To Glen Robinson and Nancy Prothero of Educational Research Service, Inc., who designed the scientific sample of elementary school principals, assisted with the questionnaire, and tabulated the results. Less definitive, but no less appreciated, was the advice and support both gave on all aspects of the study.

- To Sam Lambert, NAESP Consultant, who played a major role in the construction of the questionnaire.

- To Kay Watson and Rita Brown, who type numbers as well as letters and did both superbly, and to Ellen Matthews, who prepared the index.

- To Bill Hambrick, NAESP President during the design and approval of the study, and Nellie Quander, NAESP President during the fulfillment of the research. Without their personal support and encouragement, this study would have been "Mission Impossible."

- And finally, to the entire NAESP staff, who contributed ideas, time, and effort so that we could write.

W.L.P.

S.B.Z.

January 1979



## SCOPE AND LIMITATIONS OF THE STUDY

When NAESP undertook this project, our first decision was that we should produce a study of elementary school principals, not a study of NAESP members. If we had used the association's membership rolls as the basis for our sample, we would have been assured of an accurate list of names and of a higher return. But only about one-half of the nation's elementary school principals belong to NAESP, and before this study it would have been difficult to argue that these principals were representative of the entire profession. On the basis of our findings, however, we can now report that NAESP members are, indeed, representative of elementary school principals as a whole. The only real difference we found between the two groups is that one chose to join its professional association and the other did not.

After we decided to use a comprehensive list of elementary school principals, our first task was to decide on the sampling framework: what characteristics would define the population, and how many would be selected from this group to comprise the sample? Two basic criteria were determined. First, only heads of schools including any of the grades from kindergarten to sixth grade would be considered elementary school principals for the purpose of this study. Second, only those who worked in schools enrolling more than 50 pupils would be included in the group to be sampled. Of this list, 2,577 names were selected on a random basis.

An 11-page questionnaire consisting of 98 items was sent to each of the 2,577 principals in April 1978. Follow-up letters brought the response rate up to 66.4 percent of the adjusted sample. Replies were tabulated during the following summer, and the preparation of the text of this report was begun in October 1978.

The data supplied by respondents were tabulated question by question

for the total sample and for a variety of subgroups within this sample.

These subgroups included:

- School enrollment (1,000 or more pupils; 700 to 999; 400 to 699; 100 to 399; less than 100)
- Community type served by the school district (urban; suburban; rural)
- Region of the United States (New England; Mideast; Southeast; Great Lakes; Plains; Southwest; Rocky Mountains; Far West)\*
- Collective bargaining by teachers in district (yes; no)
- Collective bargaining by principals in district (yes, same unit as teachers; yes, unit separate from teachers; no)
- Sex (men; women)
- Age (under 35 years of age; 35 to 49; 50 and older)
- Highest earned degree (B.A. or lower; M.A.; six-year certificate; Ph.D.)
- NAESP member (yes; no)
- Personal influence on district decisions (much or some; little or none)
- Years as a principal (less than 5 years; 5 to 14; 15 or more)
- Own morale (excellent or good; bad or very bad)
- Own current job security (very or fairly secure; somewhat or very insecure).

---

\* The states included in each region are as follows:

New England (NE): Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Mideast (ME): Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania

Southeast (SE): Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

Great Lakes (GL): Illinois, Indiana, Michigan, Ohio, and Wisconsin

Plains (P): Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota

Southwest (SW): Arizona, New Mexico, Oklahoma, and Texas

Rocky Mountains (RM): Colorado, Idaho, Montana, Utah, and Wyoming

Far West (FW): Alaska, California, Hawaii, Nevada, Oregon, and Washington.

Hundreds of pages of data were generated, the highlights of which are presented in this report. Additional information will be reported later, with attention focused on in-depth discussions of some of the topics surveyed.

Most of the data in this report are presented in the form of percentages. Usually, the text makes no reference to percentage differences unless they are significant. This term "significant" has a precise statistical meaning, which is explained in the Appendix. The reader is urged to consult that section for an explanation of how to judge whether differences observed among subgroups are significant or whether they could have occurred because of chance sampling variations.

In cases in which comparative data were available from previous (1928, 1948, 1958, 1968) principalship studies, we have tried to identify long-term trends.

## CHAPTER 1

### THE PRINCIPAL'S PERSONAL CHARACTERISTICS

Principals are not average people. They occupy positions of leadership and respect, positions they have earned on the basis of advanced academic degrees and years of professional experience. By almost any measure one might use, principals would have to be considered high achievers.

Although principals are by no means average themselves, it is nevertheless interesting to try to construct the profile of an average or typical principal. On the basis of the data gathered in this study, we can describe the typical elementary school principal of 1978 pretty accurately. He is a white male, 46 years old and married. He has a master's degree, and his professional morale is high. He feels secure in his job and sees the elementary school principalship as his final occupational goal. In fact, he likes the position so well that, if he were starting over, he would still want to be principal of an elementary school. He is a registered Democrat but tends to be conservative in his political outlook.

This profile is based on a number of questions from the 1978 survey instrument, each of which is discussed in more detail below.

#### What is the position you hold called in your school system?

This question reveals a great deal about the evolution of the elementary school principalship. In the 1978 study, 92.7 percent of the respondents answered "principal." Only 3.7 percent of them are called "teaching principal"; 1.1 percent are called "supervising principal"; and one-half of 1 percent, "head teacher." By comparison, only 69 percent of the respondents to the 1968 study were called "principal," and in the 1958 study the unmodified title "principal" was not used at all. The 1958 study population was divided into "supervising principal" and "teaching principal," and most of the data were presented under those two headings.



TABLE 1  
POSITION TITLE

|                       | <u>1978</u> | <u>1968</u> |
|-----------------------|-------------|-------------|
| Principal             | 92.7%       | 69.0%       |
| Supervising Principal | 1.1         | 12.6        |
| Teaching Principal    | 3.7         | 14.6        |
| Head Teacher          | 0.5         | 3.8         |
| Assistant Principal   | 0.7         | xx          |
| Other                 | 1.3         | xx          |

Now, however, "principal" is the title in overwhelming use throughout the country except in New England, where 11.2 percent are called "supervising principals" and the Southwest, where 10.3 percent are entitled "teaching principals."

Teaching principals make up 3.7 percent of the total population of this study, and 39 percent of those teaching principals are located in New England and the Southwest. Teaching principals make up one-fourth of the group who have a B.A. degree or lower and 43 percent of the population who have schools enrolling below 100 pupils. Although women hold less than one-third of the teaching principalships, the proportion of women in that position--6.6 percent of all female principals--is twice as high as for male principals.

What is your age?

The median age of all principals at the time of the survey was 46 years. This figure has remained rather constant since 1928; however, the median age differences for men and women have narrowed.

TABLE 2  
MEDIAN AGE OF PRINCIPALS

| <u>Year</u> | <u>Total</u> | <u>Men</u> | <u>Women</u> |
|-------------|--------------|------------|--------------|
| 1928        | xx           | 43.4 years | 48.5 years   |
| 1948        | 46.5         | 44.4       | 50.0         |
| 1958        | 47.6         | 43.7       | 52.0         |
| 1968        | 46.0         | 43.0       | 56.0         |
| 1978        | 46.0         | 45.0       | 49.0         |

In the present study, both the youngest respondent (24) and the oldest (69) are men. Among women respondents, the youngest is 27 and the oldest 68.

TABLE 3  
AGE DISTRIBUTION OF PRINCIPALS

| <u>Age Group</u> | <u>Total</u> | <u>Male</u> | <u>Female</u> |
|------------------|--------------|-------------|---------------|
| Under 35 years   | 11.8%        | 13.1%       | 5.7%          |
| 35-39            | 15.2         | 16.5        | 9.1           |
| 40-44            | 16.6         | 16.3        | 18.1          |
| 45-49            | 20.4         | 20.9        | 18.1          |
| 50-54            | 19.4         | 18.8        | 21.8          |
| 55-59            | 11.1         | 10.0        | 16.1          |
| 60-64            | 5.4          | 4.3         | 10.4          |
| 65 and older     | 0.3          | 0.2         | 0.7           |

Sixty percent of the principals under 35 work in rural communities, and 9 percent of them are teaching principals.

As Table 3 indicates, female principals tend, on the average, to be somewhat older than male principals. Specifically, only one-third of the men in this study

are 50 years of age or older, while almost one-half of the women have passed the half-century mark. The age differential is not so great today as it was 10 years ago, however. In the 1968 study, as in 1978, less than one-third of the male principals were 50 or older, but a substantial majority of the women--76.5 percent of them--were.

What is your sex?

The response to this question in 1978 indicates the continuance of a disturbing 50-year trend: every 10 years, the typical principal is less and less likely to be a woman. This is true in the secondary school as well as the elementary. In fact, studies of the secondary school principalship, conducted in 1965 and 1977 by the National Association of Secondary School Principals (NAESP), produced findings similar to those NAESP turned up in its 1968 and 1978 studies.

TABLE 4  
COMPARISON OF SEX OF PRINCIPALS OVER THE PAST DECADE

|       | 1965                            | 1977                            | 1968                             | 1978                             |
|-------|---------------------------------|---------------------------------|----------------------------------|----------------------------------|
|       | <u>Secondary<br/>Principals</u> | <u>Secondary<br/>Principals</u> | <u>Elementary<br/>Principals</u> | <u>Elementary<br/>Principals</u> |
| Women | 10%                             | 7%                              | 22%                              | 18%                              |
| Men   | 89                              | 93                              | 78                               | 82                               |

Although there are no comparable data on the relative proportions of men and women in the principalship before 1928, previous studies do indicate that the first principalships were held almost entirely by men. It was late in the nineteenth century before large numbers of women became principals. About the turn of the century, however, women came to hold the majority of the nation's principalships. By the time of the 1928 study, 55 percent of the elementary school principals were women. There are no accurate statistics to show whether the percentage of women principals was ever higher than it was at that time, but we do know by the next study (1948), the situation had reversed itself, with 59 percent of the

principals men and 41 percent women.

That trend has continued. In 1958 only 38 percent of the elementary school principals were women. In 1968 the percentage had declined to 22 percent, and in the present count to 18 percent.

FIGURE 1  
Are Women Principals Vanishing?



In no state in our 1978 sample do women principals outnumber men. The highest percentage is found in New England, however, where 25 percent of the elementary school principalships are held by women. At the other end of the spectrum is the Rocky Mountain region, where 88 percent of the principals are men.



TABLE 5  
SEX OF PRINCIPAL BY REGION

|       | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|-------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Men   | 75.0%     | 83.1%     | 80.9%     | 85.7%     | 80.1%    | 78.7%     | 87.8%     | 81.0%     |
| Women | 25.0      | 16.9      | 19.1      | 14.3      | 19.9     | 21.3      | 12.2      | 19.0      |

The highest ratio of female to male principals is found in urban areas, the lowest ratio in rural settings.

TABLE 6  
SEX OF PRINCIPAL BY COMMUNITY TYPE

|       | <u>Urban</u> | <u>Suburban</u> | <u>Rural</u> |
|-------|--------------|-----------------|--------------|
| Men   | 74.9%        | 82.9%           | 85.8%        |
| Women | 25.1         | 17.1            | 14.2         |

Although the data in Table 6 might lead one to think otherwise, women are more likely to be principals of small schools than large ones. In schools with enrollments below 100 pupils, approximately one-third of the principals are women. Only slightly over one-fifth of schools enrolling 1,000 or more students, however, are headed by female principals.

TABLE 7  
SEX OF PRINCIPAL BY SCHOOL SIZE

|       | <u>1,000 or more</u> | <u>700 to 999</u> | <u>400 to 699</u> | <u>100 to 399</u> | <u>Below 100</u> |
|-------|----------------------|-------------------|-------------------|-------------------|------------------|
| Men   | 79.0%                | 84.9%             | 85.6%             | 77.9%             | 67.9%            |
| Women | 21.0                 | 15.1              | 14.4              | 22.1              | 32.1             |

The mean percentage of female teachers in the schools studied is 81 percent. This mean is lower for schools with male principals than for schools with female principals--80 percent versus 85 percent, respectively.

What is your marital status?

There are few singles in the principal's office. Nine chances out of 10 the principal is married, and among male principals the odds are even greater.

TABLE 8  
MARITAL STATUS OF PRINCIPALS

|       | <u>Married</u> | <u>Single</u> | <u>Widowed, Divorced,<br/>or Separated</u> |
|-------|----------------|---------------|--------------------------------------------|
| Total | 89.1%          | 5.4%          | 5.5%                                       |
| Men   | 93.9           | 3.1           | 3.0                                        |
| Women | 67.0           | 15.8          | 17.2                                       |

These percentages vary from region to region, however. In New England 1 in 8 principals is single, while in the Great Lakes it is only 1 in 25.

How would you place yourself among the following racial or ethnic groups?

Despite school desegregation, affirmative action programs, and increasing sensitivity to the underrepresentation of minority groups in the professions, the principalship--at both the elementary and the secondary school levels--remains an overwhelmingly white domain. Fewer than one in ten elementary school principals are members of a minority group, and the percentage is even smaller among secondary school principals, according to NASSP's 1977 survey of the senior high school principalship.

TABLE 9  
ETHNIC DISTRIBUTION OF PRINCIPALS

|            | <u>White</u> | <u>Black</u> | <u>Native American</u> | <u>Hispanic</u> | <u>Other</u> |
|------------|--------------|--------------|------------------------|-----------------|--------------|
| Elementary | 90.7%        | 5.5%         | 2.3%                   | 0.9%            | 0.6%         |
| Secondary  | 96.0         | 3.0          | 0.2                    | 0.6             | 0.2          |

In order to gather a large enough sample to run a cross-tabular analysis, the categories "Black," "Native American," "Hispanic," and "Other" have been combined into a single category--"Minority." Using that breakdown, we can make the following comparisons.

- Among male principals in the present survey, the ratio of minorities to whites is only 7.4 to 92.6 percent. Among female principals, however, it is substantially higher: 18.1 percent are minorities and 81.9 percent whites.

- Geographically, the highest ratio of minorities to whites is found in the Southeast and the lowest in the Plains states. (See Table 10) Of all the minority principals identified by this study, 42 percent are in the Southeast.

TABLE 10  
GEOGRAPHICAL DISTRIBUTION BY ETHNICITY

|          | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Minority | 4.7%      | 9.2%      | 19.3%     | 6.5%      | 2.7%     | 11.1%     | 4.1%      | 7.3%      |
| White    | 95.3      | 90.8      | 80.7      | 93.5      | 97.3     | 88.9      | 95.9      | 92.7      |

- Urban communities account for 43 percent of all the minority principals identified by this survey. Of all urban elementary school principals, 11 percent are minorities, compared to only 6 percent of all suburban elementary school principals. (Of that 6 percent, 2 percent are black and 2 percent native American.)

- We found no significant differences between whites and minorities on questions related to morale or job security.

- Of the minorities surveyed, 57 percent are members of NAESP, while only 45 percent of the whites belong to their national association.

- For principals aged 35 or older, the ratio of minorities to whites is about one to nine, which is consistent with that of the overall population. But below that age only 3 percent of the principals are from minority groups. Unless this imbalance is corrected by a much larger number of minorities being appointed to the principalship in their middle years, it appears that future studies will indicate an even smaller number of minorities in the principal's office.

#### What is the highest college degree you hold?

Elementary school principals continue to improve in academic preparation. In 1978 not one principal reported having less than a bachelor's degree, and

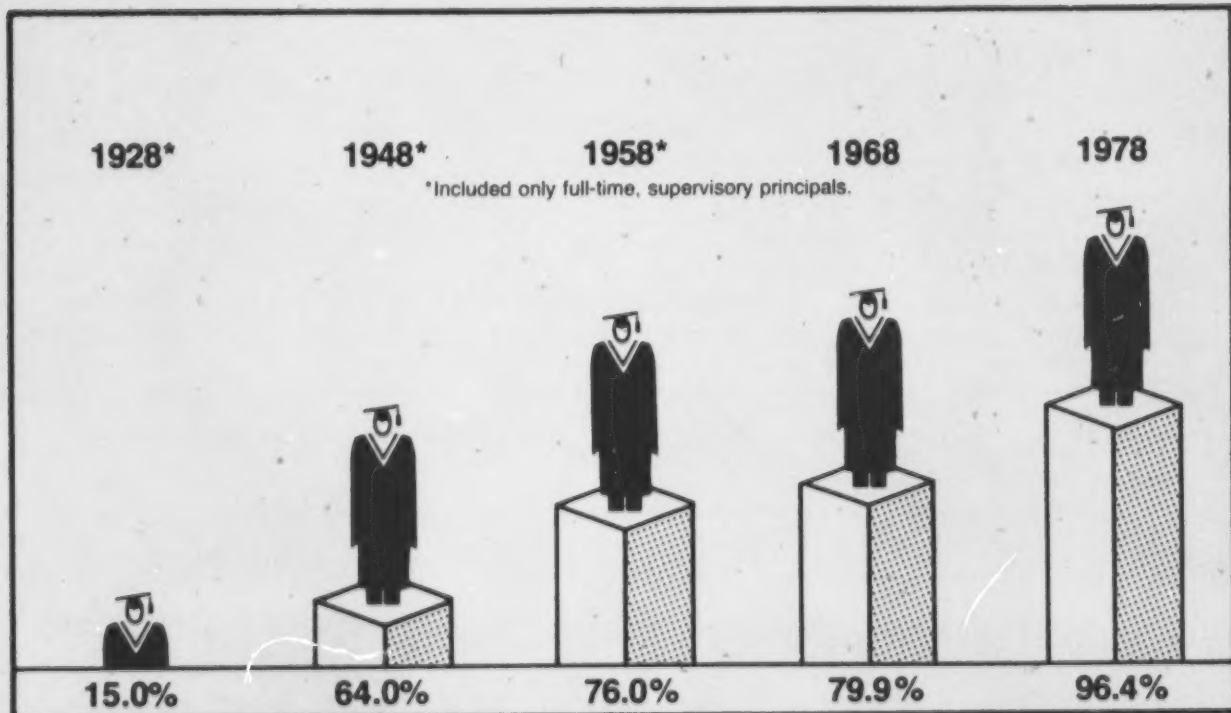
96.4 percent held a master's degree or higher. Comparison with principals' academic preparation 10 years ago shows considerable progress.

TABLE 11  
DEGREES HELD BY ELEMENTARY PRINCIPALS, 1968 AND 1978

|      | <u>Less than<br/>Bachelor's</u> | <u>Bachelor's</u> | <u>Master's</u> | <u>Six-year<br/>Certificate</u> | <u>Doctorate</u> |
|------|---------------------------------|-------------------|-----------------|---------------------------------|------------------|
| 1978 | xx                              | 3.6%              | 74.0%           | 17.5%                           | 4.9%             |
| 1968 | 3.2                             | 16.9              | 71.6            | 6.5                             | 1.8              |

The trend toward considering the M.A. the academic qualification for the principalship is dramatically illustrated by a 50-year comparison, even though the earlier studies excluded all but full-time principals.

FIGURE 2  
Fifty Years of Academic Progress by Principals  
(Percentages of Principals with M.A. degree or higher)





We found no significant differences in academic preparation between men and women in this survey. Among our respondents, a slightly larger percentage of women hold bachelor's and master's degrees and doctorates, but a larger percentage of men have completed a six-year certification program. The Far West has the highest percentage of principals with the bachelor's degree (7.8 percent), but it also has the highest percentage with doctorates (12.1 percent).

How secure do you feel in your present principalship?

Job security does not seem to be a problem for the principals in this study. Only 3 percent revealed that they are somewhat or very insecure in their present positions. This sense of job security prevailed in all cross-analysis except, as might be expected, when correlated with a question about morale. Of those who responded that their morale is bad or very bad, nearly one in five also feels insecure in his job.

TABLE 12  
JOB SECURITY

|                                                     | Total | Own Morale     |              |
|-----------------------------------------------------|-------|----------------|--------------|
|                                                     |       | Excellent/Good | Bad/Very Bad |
| Very secure--no worries about losing job            | 73.0% | 75.0%          | 41.6%        |
| Fairly secure--some problems but not insurmountable | 24.2  | 23.2           | 38.6         |
| Somewhat insecure--odds against me                  | 2.0   | 1.2            | 13.9         |
| Very insecure--will probably lose my job            | 0.8   | 0.5            | 5.9          |

How would you best describe your own morale and the general morale of elementary school principals in your school district?

If we define morale as the mental and emotional attitudes of an individual toward the tasks expected of him, this question might be roughly translated as, "How do you feel about the situation in which you find yourself, and how do you think other principals feel?" The answer we received is, "I'm OK, but other

principals aren't as well off as I am." Ninety-two percent of the respondents classified their own morale as "excellent" or "good," but 13 percent said the morale of other principals in the school district is "bad" or "very bad."

This view did not vary to any substantial degree according to age or sex, but some geographic variations did show up. In the Rocky Mountains, for example, over half of the principals (51 percent--the high for the nation) said their own morale is "excellent," and another 41 percent said theirs is "good, but could be better." At the other extreme, 11 percent of the principals in the Mideast states said their morale is either "bad" or "very bad." On the other hand, 89 percent of the Rocky Mountain principals think the morale of their fellow principals is "excellent" or "good," while in both the Mideast and the Far West, one in five indicates that the morale of their fellow principals is "bad" or "very bad."

The highest incidence of bad/very bad morale is found, not surprisingly, among those principals who are somewhat or very insecure in their jobs. In fact, almost half (43 percent) of those who feel insecure report morale problems. The next largest cluster of morale problems is found among principals who have little or no influence on school district decisions. Moreover, expressions of low morale are twice as frequent when teachers have collective bargaining--7 percent, as compared to only 3 percent of the principals whose teachers do not negotiate. The same ratio holds true when principals with collective bargaining rights are compared to those who do not bargain--10 percent versus 5 percent, respectively. While there appears to be a relationship between collective bargaining and low morale, there is no evidence as to which is the cause and which is the effect.

Do you consider the elementary school principalship your final occupational goal?

Fifty-seven percent of the total sample look upon the elementary school principalship as their final career goal. This percentage has not changed drastically over the past 20 years: in 1958 it was 63 percent, and in 1968 it was 56 percent.

While there are no significant differences among respondents on the basis

of sex, geographical region, or community type, differences do show up in other subgroups. Of those with a bachelor's degree, two-thirds consider the principalship their career goal, while two-thirds of those with a doctorate do not. Principals with schools enrolling less than 100 pupils respond in almost the reverse of the national norm: 61 percent of them indicate that the principalship is not their final occupational goal. Moreover, 63 percent of those with less than 5 years of experience as a principal and a whopping 78 percent with 15 or more years of experience feel they have found their professional niche. Job satisfaction, however--as indicated by the preceding questions on morale or job security--does not indicate any significant deviation from the norm.

Of those who answered that the elementary school principalship is *not* their final career goal, the largest group (26 percent) aspire to the position of superintendent of schools. (One-third of the secondary school principals surveyed by NASSP in 1977 had the same professional ambition.) The principal's sex and formal preparation appear to have some effect on his ultimate occupational goal. For example, male principals are more likely than female principals to want to become superintendents, while principals with doctorates are more likely to want to teach in college.

The same question was included in the 1968 study, and comparison of the results shows some changes in occupational interests over the past 10 years. Two trends in particular are worth noting. First, there is an increased interest in positions that are administrative in nature and a corresponding decline in those that are more closely related to supervision and instruction. Second, the increasing percentage of principals interested in other, unspecified positions probably reflects both employment outside education and new opportunities within the profession. (See Table 13)

Suppose you were starting over again, would you become an elementary school principal?

This kind of question is frequently asked as a measure of morale or job satisfaction. A similar question was asked by NASSP in its current study and by this association--then the Department of Elementary School Principals, NEA

(DESP)--in 1968. Both included a fifth, middle choice, which NASSP called "uncertain" and DESP-68 labeled "chances about even for and against." For purposes of comparison with the four possible responses on the present study, responses in those middle categories were apportioned equally between the categories "probably would" and "probably would not." (See Table 14)

TABLE 13  
POSITION MOST DESIRED BY THOSE FOR WHOM  
THE ELEMENTARY SCHOOL PRINCIPALSHIP  
IS NOT THE FINAL GOAL

|                                  | 1968<br>Total | 1978<br>Total | 1978<br>Men | 1978<br>Women | 1978<br>Doctorate |
|----------------------------------|---------------|---------------|-------------|---------------|-------------------|
| Elementary school teacher        | 7.8%          | 3.9%          | 3.1%        | 7.4%          | xx                |
| Secondary school teacher         | 2.1           | 0.3           | 0.4         | xx            | xx                |
| College teacher                  | 16.0          | 10.1          | 9.6         | 12.4          | 17.3              |
| Secondary school principal       | 5.6           | 2.9           | 2.9         | 2.5           | 1.9               |
| Supervisor/central office        | 18.2          | 13.7          | 14.0        | 12.4          | 3.8               |
| Director of elementary education | 21.9          | 9.3           | 8.5         | 13.2          | xx                |
| Assistant superintendent         | xx            | 13.2          | 13.8        | 10.7          | 25.0              |
| Superintendent                   | 21.1          | 25.6          | 28.5        | 12.4          | 30.8              |
| Other                            | 7.4           | 21.1          | 19.3        | 28.9          | 21.2              |

TABLE 14  
WILLINGNESS TO BECOME A PRINCIPAL IF STARTING AGAIN

|                 | NAESP<br>1978 | DESP<br>1968 | NASSP<br>1977 |
|-----------------|---------------|--------------|---------------|
| Certainly would | 49.1%         | 52.9%        | 37.0%         |
| Probably would  | 33.8          | 33.8         | 40.0          |
| Probably not    | 13.7          | 12.1         | 20.0          |
| Certainly not   | 3.3           | 1.2          | 3.0           |



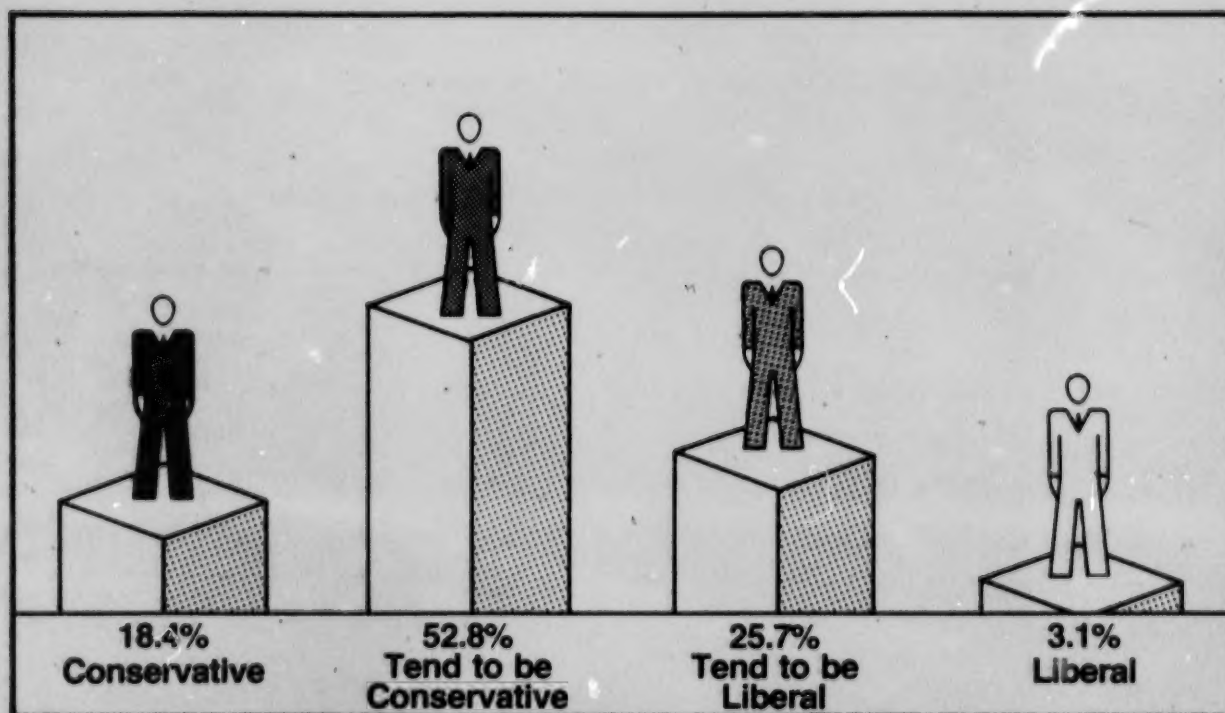
The 10-year comparison shows a slight, but not significant, decline in the willingness of elementary principals to make the same career choice again. To the extent that this question indicates job satisfaction or morale, however, elementary school principals are more pleased with their roles than are their secondary school peers.

There were no significant differences in the responses to this question when cross-tabulated by sex, region, type of community, school size, academic degrees, or years of experience.

How would you classify yourself in regard to your basic political philosophy?

Very few people have a consistent political philosophy. Most of us respond to an issue, a situation, or a candidate. Despite our sometimes eclectic behavior, however, most of us identify with some point on the political spectrum. Without seeking to define the terms, we asked our sample to select a label in response to the above question. Better than 7 in 10 chose what is called the political right.

FIGURE 3  
Choice of Political Philosophy



This roughly 70 percent slant to the right holds throughout all age groups, but the mix is different. Of the "under 35" age group, 58 percent tend to be conservative. With each succeeding age group the tendency toward conservatism increases. The left side of the political spectrum remained at about 28 percent in all age groups.

TABLE 15  
POLITICAL PHILOSOPHY BY AGE

|                         | Total | Under<br>35 | 35-49 | 50 and<br>Older |
|-------------------------|-------|-------------|-------|-----------------|
| Conservative            | 18.4% | 12.3%       | 15.8% | 24.0%           |
| Tend to be conservative | 52.8  | 57.9        | 55.9  | 47.1            |
| Tend to be liberal      | 25.7  | 27.2        | 25.3  | 25.5            |
| Liberal                 | 3.1   | 2.6         | 3.1   | 3.3             |

The Southwest, with 80 percent, has the highest percentage of political conservatives, and the Mideast, with 10 percent, has the lowest. In the Plains and Rocky Mountains, not a single liberal showed up in our sample. The Mideast, on the other hand, has the greatest concentration of principals who identify themselves with the political left (35 percent).

Eighty-nine percent of those with a bachelor's degree classified themselves as to the right of the political spectrum, while only 46 percent of those with an earned doctorate chose that political persuasion. Thirty-five percent of the urban principals identified themselves as liberal or having liberal tendencies, as compared with only 23 percent of their rural counterparts.

There did not appear to be any cross-tabular relationship between political philosophy and morale, job security, or the presence or absence of collective bargaining by teachers.

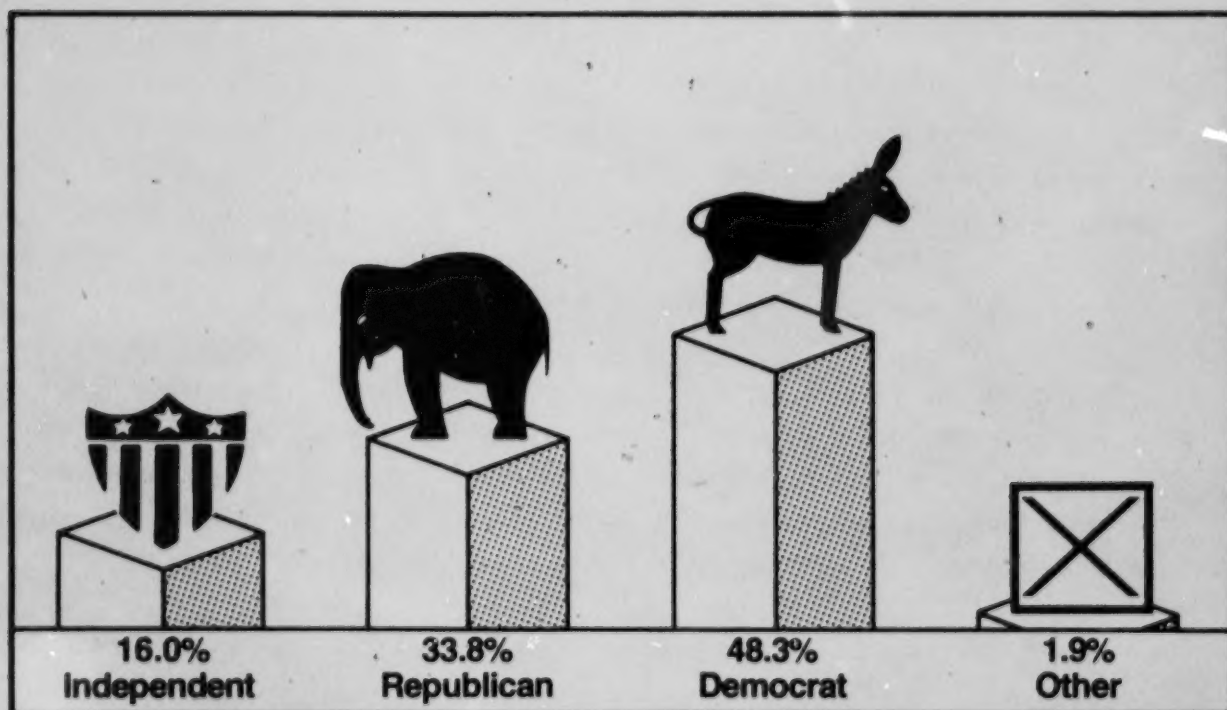
Some differences according to sex did show up, however. Female principals are more likely to have conservative than liberal leanings--60 percent versus 40

percent, respectively. But, as a group, male principals tend to be even more conservative in their political philosophy--three out of four give preference to the political right. The percentage of women who checked "liberal" was twice as large as the percentage of men--5.3 percent versus 2.6 percent, respectively.

How are you registered?

Despite their generally conservative leanings, more principals are affiliated with the Democratic party than the Republican.

FIGURE 4  
Party Registration of Principals



The only age group that differs significantly from the total is that under 35, almost one-fourth of whom are registered as Independents. Five percent more women than men indicate that they are Democrats. The Southwest, which has the

highest percentage of principals with conservative leanings (80 percent), also has the highest percentage of registered Democrats (76 percent). The Rocky Mountains has the highest percentage of registered Republicans (47 percent). Democratic principals outnumber Republican principals better than two to one in urban schools, but in the suburbs there is only a slight percentage difference between the two parties.

Virtually all (98 percent) of the respondents said they voted in the last presidential election. The only exceptions, and they are not statistically significant, are among principals under 35 years of age, principals who have only a bachelor's degree, and principals who said their morale is bad or very bad.



## CHAPTER 2

### THE PRINCIPAL'S EXPERIENCE AND PROFESSIONAL ACTIVITIES

The typical elementary school principal has been a principal for 10 years, 5 of which he has spent in his present assignment. All of his experience as a principal, in fact, has been in the school district where he now works.

Before he became a principal at the age of 33, he had 7 years of experience as an elementary school classroom teacher. Moreover, in the 20 years he has been engaged in professional education, he has held other positions as well, most likely serving as a secondary school teacher, coach, or assistant elementary school principal.

The typical principal relies on other principals and on teachers as his main source of ideas. He feels that his classroom teaching and his on-the-job experiences as a principal have been the most valuable contributions to his ability to succeed in his present position.

He currently belongs to his local and state principals' associations and either is or has been a member of NAESP. He used to belong to the National Education Association (NEA), but is no longer a member.

Counting the present year, how many years have you been a school principal?

The median number of years of experience as a principal has increased 1 year since the 1968 study, bringing it back up to 10 years where it was 30 years ago.

TABLE 16  
MEDIAN YEARS OF EXPERIENCE AS A PRINCIPAL

|        | <u>1928</u> | <u>1948</u> | <u>1958</u> | <u>1968</u> | <u>1978</u> |
|--------|-------------|-------------|-------------|-------------|-------------|
| Median | 10.1        | 10.5        | 9.1         | 9.0         | 10.0        |

The present survey also indicates the emergence of a dual trend: in the 1978 sample, there are not only fewer beginning principals than there were a decade ago, but fewer with long years of experience as well. In 1968, 22 percent of the sample had less than three years of experience as principals; now only 15 percent fall into that category. Ten years ago, almost 5 out of every 100 principals had spent 30 or more years in the principalship; today less than 1 in 100 has been a principal that long.

TABLE 17  
TOTAL YEARS AS A PRINCIPAL

| <u>Years</u> | <u>1968</u> | <u>1978</u> |
|--------------|-------------|-------------|
| 1-3          | 22.3%       | 15.4%       |
| 4-9          | 30.1        | 33.8        |
| 10-19        | 31.6        | 37.7        |
| 20-29        | 11.3        | 12.3        |
| 30-39        | 4.2         | 0.3         |
| 40 or more   | 0.5         | 0.1         |

Some differences among subgroups are worth noting. For example, while men match the national median for years of experience in the principalship, the median for women is only 6 years. Geographically, 10 percent of the principals in Rocky Mountain states have more than 25 years of experience, as compared to a national low of 2.8 percent in both the Mideast and Great Lakes. On the other hand, nearly twice as many principals in the Southwest (23.1 percent) as in New England (12.3 percent) have only 3 years of experience or less. Three out of every 10 principals who report feeling insecure in their jobs have spent less than 3 years in the position.

Counting the present year, how many years have you been principal of the school you are now in?

Five years is the median length of time that principals in this survey have spent in their present assignment. This number is unchanged since 1968. However, there are fewer principals now in what might be termed the probationary period

of 1 to 3 years than there were a decade ago and only half as many who have spent 20 or more years as principal of the same school.

TABLE 18  
TOTAL YEARS IN PRESENT POSITION

| <u>Years</u> | <u>1968</u> | <u>1978</u> |
|--------------|-------------|-------------|
| 1-3          | 37.6%       | 34.1%       |
| 4-9          | 32.4        | 42.7        |
| 10-19        | 23.1        | 19.7        |
| 20-29        | 5.8         | 3.4         |
| 30-39        | 1.0         | 0.1         |
| 40 or more   | 0.1         | xx          |

While the median number of years in the same principalship has remained unchanged since the 1968 study for men, there has been an interesting reversal in the comparative data for women. In 1968, women had held the same principalship for a median of 8 years--3 years above the median of the total sample. In the present survey, however, the median for women has dropped to 4 years, or 1 year less than that of the total. Similarly, in 1968 only 57.8 percent of the women surveyed had been in the same position for under 10 years, as compared to 73.4 percent of the men. Today 75.6 percent of the men and 82.3 percent of the women fall into that category.

How many years did you teach before becoming a principal?

One-fourth of the principals we surveyed had spent at least 10 years teaching in an elementary school classroom before becoming principals. Among women, the proportion is higher: over three-fifths have taught for 10 years or more before entering the principalship. The median for the total group is 7 years of elementary classroom experience. (See Table 19)

Only 18 out of 100 in the total sample reported never having taught in an elementary school classroom. In a later question, however, 84 percent indicated that they had been elementary classroom teachers at some time before accepting

their present position.

TABLE 19  
ELEMENTARY SCHOOL TEACHING EXPERIENCE BEFORE BECOMING PRINCIPAL

| <u>Years of Teaching<br/>Experience</u> | <u>Total</u> | <u>Men</u> | <u>Women</u> |
|-----------------------------------------|--------------|------------|--------------|
| 0                                       | 18.1%        | 20.1%      | 8.6%         |
| 1                                       | 3.7          | 4.1        | 1.3          |
| 2-9                                     | 52.8         | 57.9       | 30.6         |
| 10-19                                   | 22.0         | 16.7       | 46.3         |
| 20-29                                   | 3.2          | 1.2        | 12.5         |
| 30-39                                   | 0.1          | xx         | 0.7          |

According to the data, the practice of appointing principals who have no elementary school teaching experience is most common in the Southwest (23.5 percent) and in rural communities (24.7 percent). It is less prevalent in the Far West (7.1 percent) and in districts where principals have separate collective bargaining rights (10.6 percent).

Two-thirds of the elementary school principals had no secondary school teaching experience, and only 3.9 percent had any college teaching experience.

TABLE 20  
LEVEL OF TEACHING EXPERIENCE OF PRINCIPALS

| <u>Years of Teaching<br/>Experience</u> | <u>Elementary<br/>School</u> | <u>Secondary<br/>School</u> | <u>College or<br/>University</u> |
|-----------------------------------------|------------------------------|-----------------------------|----------------------------------|
| 0                                       | 18.1%                        | 68.0%                       | 96.1%                            |
| 1                                       | 3.6                          | 3.9                         | 1.6                              |
| 2-9                                     | 52.8                         | 21.2                        | 2.2                              |
| 10-19                                   | 22.0                         | 6.1                         | 0.1                              |
| 20-29                                   | 3.2                          | 0.8                         | xx                               |
| 30-39                                   | 0.1                          | xx                          | xx                               |



How old were you when you were appointed to your first principalship?

Principals in our sample were appointed to the position at a median age of 33. The youngest age reported was 20 (a man) and the oldest was 61 (a woman). The youngest age at which a woman was appointed principal was 23; the oldest age for a man was 55. More than half of the male principals were appointed to the position before they were 35 years old, as compared to only one-fourth of the female principals. The median age of first appointment for men was 32 years; for women 40. The data for this sample are similar to that of the 1968 study. (See Table 21)

The type of community has a definite relationship to the age at which first appointments are made. Early appointments are more common in rural than suburban communities, and more common in suburban than urban. (See Table 22)

A comparison with data from the latest NASSP study shows that fewer secondary school principals were appointed before the age of 35, but the percentage totals are similar by age 39. (See Table 23)

TABLE 21  
AGE AT TIME OF FIRST APPOINTMENT AS A PRINCIPAL

| Age Group   | 1968  | 1978  | Men   | Women |
|-------------|-------|-------|-------|-------|
| Under 35    | 57.1% | 58.5% | 65.2% | 25.5% |
| 35-49       | 36.6  | 38.3  | 33.7  | 61.0  |
| 50-64       | 6.3   | 3.2   | 1.1   | 13.5  |
| 65 and Over | xx    | xx    | xx    | xx    |

TABLE 22  
COMMUNITY TYPES AND AGE AT TIME OF FIRST APPOINTMENT

|                           | Rural    | Suburban | Urban    |
|---------------------------|----------|----------|----------|
| Percentage under 35 Years | 64.2%    | 58.9%    | 49.5%    |
| Median Age                | 31 years | 33 years | 35 years |
| Mean Age                  | 33       | 34       | 36       |

TABLE 23  
AGE AT TIME OF FIRST APPOINTMENT AS  
ELEMENTARY OR SECONDARY PRINCIPAL

|                       | <u>Under 35</u> | <u>35-39</u> | <u>40-44</u> | <u>45-49</u> | <u>50-54</u> | <u>55 and Over</u> |
|-----------------------|-----------------|--------------|--------------|--------------|--------------|--------------------|
| Elementary Principals | 58.5%           | 18.5%        | 13.4%        | 6.4%         | 2.4%         | 0.8%               |
| Secondary Principals  | 50.0            | 24.0         | 15.0         | 7.0          | 3.0          | xx                 |

Have you ever served as principal in another school district?

Three-fourths of the principals in this study have not headed schools outside their present school district. Of the one-fourth who have, 60 percent have served in only one other district. Moreover, men are more likely than women to have changed school districts.

TABLE 24  
PRINCIPALS WHO HAVE SERVED IN OTHER SCHOOL DISTRICTS  
(25% of Total Population)

|                        | <u>Total</u> | <u>Men</u> | <u>Women</u> |
|------------------------|--------------|------------|--------------|
| <u>Total of Sample</u> | 25.0%        | 28.6%      | 8.6%         |
| One other district     | 60.2         | 59.5       | 72.0         |
| Two other districts    | 25.4         | 26.8       | 4.0          |
| Three other districts  | 7.2          | 7.4        | 4.0          |
| Four or more districts | 3.2          | 2.9        | 8.0          |
| No number given        | 4.0          | 3.4        | 12.0         |

One-third of the principals in the Rocky Mountain and Plains regions have served as principal of a school in another district, while only 18 percent of the Southeast principals have done so. Forty-four percent of the principals with 15 or more years of experience have held principalships in other school districts.

Of the one-fourth who have been principals in another district, one-half

worked in another state. In other words, one-eighth of the total sample have held principalships in at least two states. The percentage is much higher for men (14 percent) than for women (3 percent). Crossing state lines was more common in the Plains (20 percent) and the Rocky Mountains (27 percent) than in the Southwest (6 percent).

The group most likely to have crossed state lines are principals with doctorates. Nearly one-third of them have served in more than one school district. Of that group, 28 percent have served in a state other than the one in which they are presently employed.

How many years have you been employed as a professional in education?

One principal in the study reported a single year of experience in the field of education, but 21 reported 40 or more years of experience and one reported 45, the high for this survey. The median number of years of experience in school work for the total sample is 20 years, compared to 23.8 in 1928, 24 in 1948, 23.4 in 1958, and 18 in 1968.

Length of educational experience is, of course, related to age. The median number of years of experience for principals 50 years old or older is 27; for principals under 35, it is 10. Other highlights of the data are as follows:

- The median number of years of school experience was 1 year above the national norm for women principals and for principals from the Mideast, Southwest, Rocky Mountains, and Far West.

- The lowest medians were for young principals, as mentioned above; for those who had been principal less than 5 years (median: 13); and for principals in rural communities (median: 18).

- Less than one-half of 1 percent of the sample had spent under 5 years in the field of education, while two-thirds had between 15 and 29 years of school experience.

Compared to a decade ago, there are fewer principals today with less than 9 years of experience in education and far fewer with 30 or more years. (See Table 25)

How many of the following positions did you hold before your present position?

Earlier studies asked, "What position did you hold just prior to your first

principalship?" While that question drew responses that totaled 100 percent, it excluded information about the wide range of other experiences that principals may have had in schools prior to their first principalship. Limiting the question to a single answer also forced the respondent to determine whether teaching or coaching was the primary position or whether being assistant principal prevented checking, say, "curriculum specialist," even though that might be the major responsibility in the position.

The data that resulted from the broader question, "How many of the following positions did you hold before your present principalship?" shows that some principals have done almost everything in the school system. It also reveals some interesting differences in the background experience of male and female principals.

TABLE 25  
TOTAL EXPERIENCE IN SCHOOL WORK

|      | <u>9 Years or Less</u> | <u>10-19</u> | <u>20-29</u> | <u>30-39</u> | <u>40 or More</u> |
|------|------------------------|--------------|--------------|--------------|-------------------|
| 1968 | 13.3%                  | 40.3%        | 18.6%        | 20.4%        | 7.3%              |
| 1978 | 7.0                    | 38.4         | 43.6         | 9.7          | 1.3               |

TABLE 26  
POSITIONS HELD BEFORE PRESENT POSITION

|                                     | <u>Total</u> | <u>Men</u> | <u>Women</u> |
|-------------------------------------|--------------|------------|--------------|
| Elementary School Teacher           | 84.0%        | 81.6%      | 95.5%        |
| Secondary School Teacher            | 36.0         | 40.0       | 17.5         |
| Assistant Principal--Elementary     | 24.5         | 24.0       | 26.7         |
| Assistant Principal--Secondary      | 9.6          | 11.1       | 2.4          |
| Counselor                           | 5.9          | 5.5        | 7.2          |
| College Faculty                     | 6.8          | 6.2        | 9.2          |
| Central Office Administrator        | 5.6          | 5.8        | 4.8          |
| Assistant Superintendent            | 1.9          | 2.2        | xx           |
| Coach                               | 24.6         | 29.8       | 0.7          |
| Supervisor or Curriculum Specialist | 9.1          | 7.3        | 17.1         |
| Other                               | 16.4         | 16.2       | 17.8         |



What is the main source of ideas for innovations that during the past three years have resulted in significant changes of practice in your school (curriculum, grouping, etc.)?

The history of the elementary school is a chronicle of attempts to improve everything from what is taught to how it is taught. Since this study concentrated on the principal rather than on the school program, we were interested in where the principal gets ideas for innovations, rather than in the innovations themselves. We wanted to try to identify the source of the spark that lights up a school.

Our questionnaire listed nine items that we believe to be the major sources for new ideas for principals. (The items are listed in Table 27.) The respondents were asked to select their "main source of ideas." It could be argued that principals receive inspiration from many sources. However, a forced choice permitted us to identify the "main" source, compare it with the responses to similar questions in the 1958 and 1968 studies, and see if there have been changes over the years.

Among the total sample, the outstanding source of ideas is the principal's professional peers--other principals and teachers. Professional reading ranks second. Local workshops, which had been rated first in both 1958 and 1968, moved down to third place in this study. College courses have shown a slight but steady increase as a source of ideas over the past 20 years, but central office staff are considered a resource for innovations by fewer principals today. (See Table 27)

While there are no significant differences in the responses of male and female principals, some regional variations do show up. Only in the Southeast and Southwest, for example, do local workshops exceed professional colleagues as the principal's main source of ideas. Table 28 shows the highest and lowest rating for each source of ideas and the region which gave it that rating.

In the national sample, close to 4 out of 10 principals with doctorates select professional reading as their main source of ideas. Interestingly, the same group places less value on college courses than do the rest of the respondents. Moreover, course work is twice as important to principals who have had less than five years' experience than it is to those who have been in the field longer. The more experienced principals rely more heavily on professional reading and national

conferences than do the less experienced. MAESP members, furthermore, are eight times as likely as nonmembers to find national conventions a source of innovative ideas.

TABLE 27

THE PRINCIPAL'S MAIN SOURCE OF IDEAS FOR RECENT INNOVATION

|                                      | 1978  | 1968  | 1958  |
|--------------------------------------|-------|-------|-------|
| Other Principals and Teachers        | 23.3% | 16.2% | 24.0% |
| Professional Reading                 | 18.9  | 18.9  | 8.0   |
| Local Workshops                      | 16.1  | 24.2  | 36.0* |
| Outside Consultants                  | 9.5   | 10.4  | xx    |
| College Courses                      | 9.4   | 7.8   | 4.0   |
| Central Office Staff                 | 9.3   | 14.9  | 21.0  |
| State Conferences                    | 7.3   | 4.6   | *     |
| National Conferences                 | 3.7   | 1.9   | *     |
| Parents and Other Community Contacts | 2.5   | 1.2   | 7.0   |

\*The 1958 study did not separate local, state, and national meetings, which were grouped under the heading "Conferences or Workshops," and did not include the category "Outside Consultants."

TABLE 28

HIGH AND LOW RATINGS OF SOURCE OF IDEAS BY REGIONS

|                                      | Total | Highest Percentage | Lowest Percentage |
|--------------------------------------|-------|--------------------|-------------------|
| Other Principals and Teachers        | 23.3% | 32.0% (NE)         | 16.2% (SW)        |
| Professional Reading                 | 18.9  | 29.1 (ME)          | 12.9 (RM)         |
| Local Workshops                      | 16.1  | 21.8 (SE)          | 11.0 (P)          |
| Outside Consultants                  | 9.5   | 14.6 (SW)          | 4.9 (NE)          |
| College Courses                      | 9.4   | 13.4 (SE)          | 4.5 (FW)          |
| Central Office Staff                 | 9.3   | 13.9 (ME)          | 3.3 (P)           |
| State Conferences                    | 7.3   | 12.1 (P)           | 3.0 (ME)          |
| National Conferences                 | 3.7   | 14.3 (RM)          | 1.0 (FW)          |
| Parents and Other Community Contacts | 2.5   | 4.0 (FW)           | 1.4 (RM)          |

What is the value of the following types of preparation and experience to becoming a successful elementary school principal?

Respondents were asked to rate the effectiveness of seven different kinds of preparation and experience. They were also given an "other" category in which they could specify and rate any area that was excluded, but fewer than 4 in 100 listed any other area and those few that were reported were too diverse to provide meaningful information.

Nearly 85 out of 100 of the respondents told us that their teaching experience and on-the-job experience as principals had been of much value to their success in the position.

TABLE 29  
VALUE OF TYPES OF PREPARATION AND EXPERIENCE

|                                         | Much<br>Value | Some<br>Value | Little<br>Value | No<br>Response |
|-----------------------------------------|---------------|---------------|-----------------|----------------|
| Graduate Education                      | 36.0%         | 51.3%         | 6.1%            | 6.6%           |
| Experience as Teacher                   | 84.8          | 9.8           | 0.7             | 4.7            |
| Experience as Assistant Principal       | 39.3          | 22.3          | 4.2             | 34.2           |
| Inservice Programs                      | 23.9          | 45.9          | 9.7             | 20.5           |
| On-the-Job Experience                   | 84.7          | 5.6           | 0.5             | 9.2            |
| State and National Principals' Meetings | 13.4          | 47.5          | 22.0            | 17.1           |
| Internship                              | 26.2          | 28.9          | 7.8             | 37.1           |

Those who are familiar with the diversities and complexities of the principalship can appreciate that almost anything and everything in the way of preparation for the position can be of some value. How different groups of respondents valued graduate work is one example of the widely varying views of the total sample. (See Table 30)

Classroom teaching experience, on the other hand, received uniformly higher marks. It was rated as being of much value by at least 80 percent of the principals in all groups but one--principals with doctorates, only 70 percent of whom said that teaching was of much value in preparing for the principalship.

TABLE 30  
VALUE OF GRADUATE EDUCATION

| <u>Total</u>                  | <u>Much Value</u> | <u>Little Value</u> |
|-------------------------------|-------------------|---------------------|
|                               | 36.0%             | 6.0%                |
| Men                           | 33.8              | 6.5                 |
| Women                         | 46.4              | 3.9                 |
| Mideast                       | 28.6              | 7.5                 |
| Southeast                     | 44.0              | 5.0                 |
| B.A. Degree                   | 18.6              | 8.5                 |
| Doctorate                     | 56.1              | 6.1                 |
| 1,000 or More Enrollment      | 25.8              | 9.7                 |
| 100 or Less Enrollment        | 42.9              | 7.1                 |
| NAESP Member                  | 37.7              | 6.2                 |
| Nonmember                     | 34.6              | 5.9                 |
| Less Than 5 Years' Experience | 41.2              | 3.4                 |
| More Than 5 Years' Experience | 34.4              | 8.0                 |
| Low Morale                    | 29.7              | 11.9                |
| High Morale                   | 36.6              | 5.8                 |

Responses by the various subgroups regarding the value of experience as an assistant principal do not deviate substantially from the norm, but the number of those who give no response at all to this item is almost as high as the number who rate it as being of much value. This probably reflects the small percentage of respondents who have either been assistant principals themselves or had assistant principals assigned to their schools. The same is true of internships, except that the percentage who did not respond to this item is larger than the percentage who checked the "much value" category.

Inservice study and training were considered valuable by less than one-fourth of the principals and of little value by about one-tenth. One-third of the female principals valued inservice highly, as compared to only one-fifth of the male respondents. Inservice programs received the lowest rating from principals who expressed concern about their job security.



On-the-job experience as a principal was reported to be of much value by over 80 percent of all groups of principals except those with a bachelor's degree. Only 72.9 percent of that group said it was of much value, but none of them said it was of little value.

Perceptions of the value of state and national meetings increase with the respondent's age and experience. Only 9 percent of the principals under 35 years of age consider such meetings very valuable. This response rose to 13 percent for principals aged 35 to 49 and to 15 percent for those 50 or older. A similar pattern emerges in relation to number of years of experience as a principal. The increased value placed on state and national meetings by older and more experienced principals probably reflects their greater opportunity to attend such meetings. Many school systems permit attendance at professional meetings on a rotational basis. Younger principals not only must wait for their turn, but also have not had so many turns as more experienced principals.

Women are about twice as likely to value these meetings as are men: 22 percent vs. 12 percent, respectively. Nineteen percent of the Plains principals rated state and national meetings of much value, while 30 percent of the principals from the Far West indicated they were of little value.

In which of the following organizations do you currently hold a membership?

Respondents were given a list of national education organizations and asked to check those they belonged to. Included were: NAESP, NASSP, National Education Association (NEA), American Federation of Teachers (AFT), American Association of School Administrators (AASA), and Association for Supervision and Curriculum Development (ASCD). Also included were the respondent's state association of administrators and/or supervisors, the local professional association serving administrators, and the local union bargaining for administrators.

On the basis of the total sample, one pattern stands out: both state and local associations of school administrators enroll higher percentages of the respondents as members than does NAESP. State associations enroll 60.8 percent of the total sample and local associations 63.6 percent, compared to 45.6 percent

for NAESP. The national pattern is reflected in the regions, with over 50 percent of the respondents in each region belonging to their state and local associations. The Far West enrolls better than 3 out of 4 principals in state and local organizations, but only 36 percent in the national association. In the Rocky Mountains and Plains states, over half of the respondents belong to NAESP, while only slightly more than one-third of the principals in the Far West are members.

TABLE 31  
CURRENT MEMBERSHIP IN NATIONAL ORGANIZATIONS BY REGIONS

|       | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|-------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| NAESP | 45.6%        | 45.4%     | 48.2%     | 42.8%     | 46.8%     | 55.4%    | 40.4%     | 56.8%     | 36.2%     |
| NASSP | 4.3          | 10.2      | 3.1       | 6.2       | 3.8       | 1.6      | 6.6       | 5.4       | 1.0       |
| AASA  | 6.2          | 3.7       | 8.6       | 5.0       | 3.8       | 5.4      | 8.1       | 9.5       | 9.0       |
| ASCD  | 12.0         | 10.2      | 16.1      | 10.0      | 14.5      | 12.4     | 8.1       | 9.5       | 10.5      |
| NEA   | 25.7         | 31.5      | 22.4      | 45.2      | 13.2      | 17.2     | 43.4      | 20.3      | 15.7      |

Except for NASSP, the percentage of women members is significantly higher than the percentage of men members for all national associations.

TABLE 32  
COMPARISON OF MEN'S AND WOMEN'S MEMBERSHIP IN NATIONAL ORGANIZATIONS

|       | <u>NAESP</u> | <u>NASSP</u> | <u>AASA</u> | <u>ASCD</u> | <u>NEA</u> |
|-------|--------------|--------------|-------------|-------------|------------|
| Men   | 44.0%        | 4.9%         | 5.6%        | 10.2%       | 24.6%      |
| Women | 53.0         | 1.3          | 8.6         | 20.4        | 30.9       |

Principals who hold graduate degrees are twice as likely to belong to NAESP as those who have completed only an undergraduate degree. Similarly, principals in schools with 1,000 or more students are 3 times as likely to belong to NAESP as those in schools with fewer than 100 pupils.

Experience as a principal also appears to make NAESP membership more attractive. As the number of years of experience goes up, so does the percentage of NAESP membership. The opposite is true for membership in NASSP, AASA, and ASCD

by elementary school principals.

About half of the principals in systems where teachers are engaged in collective bargaining are members of NAESP. On the other hand, where teacher bargaining does not exist, only about one-third of the principals belong to their national professional association.

There is no apparent relationship between a principal's morale or job security and membership in NAESP.

TABLE 33  
CURRENT MEMBERSHIP AND YEARS OF EXPERIENCE AS A PRINCIPAL

| <u>EXPERIENCE</u> | <u>NAESP</u> | <u>NASSP</u> | <u>AASA</u> | <u>ASCD</u> |
|-------------------|--------------|--------------|-------------|-------------|
| Less Than 5 years | 42.3%        | 5.1%         | 8.2%        | 15.1%       |
| 5-14 Years        | 45.1         | 4.3          | 5.5         | 11.4        |
| 15 or More Years  | 49.5         | 3.7          | 5.5         | 10.8        |

Have you ever been a member of NAESP? How many years have you been a member of NAESP?

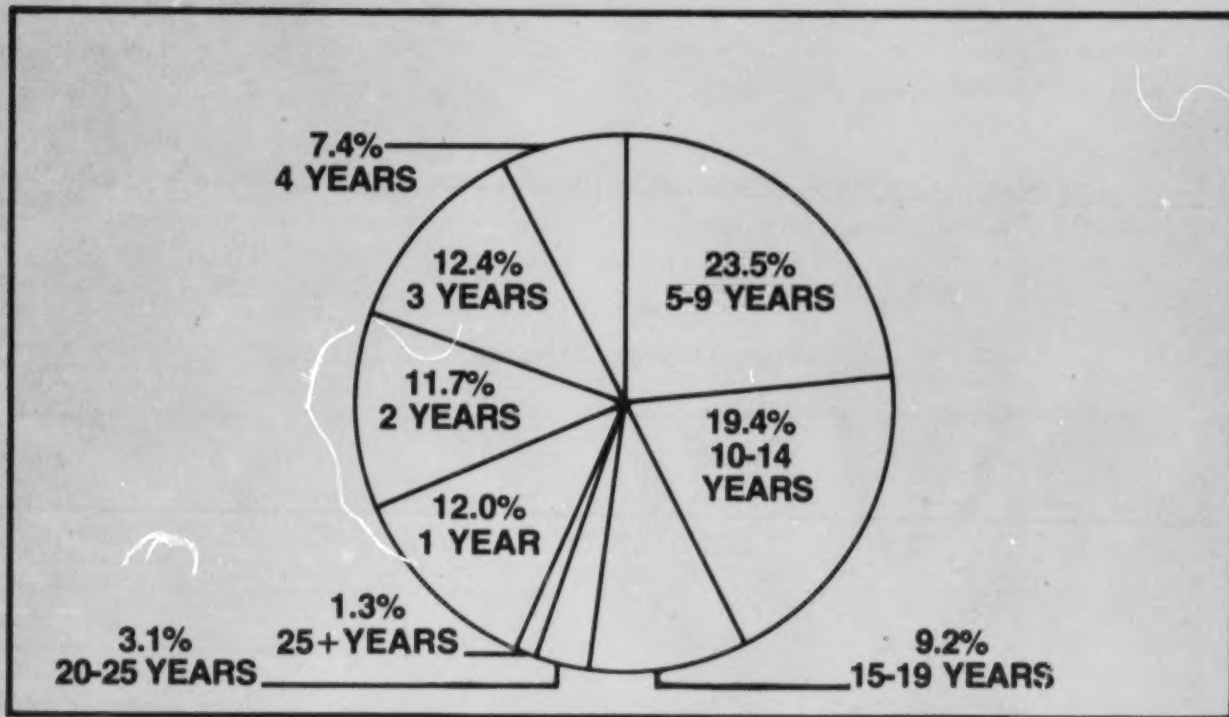
In addition to the 45.6 percent who are current members of NAESP, another 16.8 percent of the respondents indicated that they did belong to the association at some time in the past. This means that 62.4 percent of the sample either are now or have been members of NAESP. For membership recruitment purposes, it means that better than 1 in 3 principals have never had the benefits of national membership and better than 1 in 2 are current membership prospects.

Of the 62.4 percent who said they had been members, the mean length of membership for both sexes was 7 years and the median was 5 years. The number of years of membership was highest for New England, where the mean was 9 years and the median was 8. They were lowest in the Southwest, where the mean and median were 6 and 3, respectively.

The number of years of membership ranged from 1 year for 12 percent of the sample to a quarter of a century or more for 1.2 percent. Two-thirds of the respondents have been members for 9 years or less.

FIGURE 5

How Many Years Have You Been a Member of NAESP?





### CHAPTER 3

#### THE PRINCIPAL'S SALARY AND BENEFITS

In 1978, the typical principal earned \$21,500 for an 11-month work year. He had a written contract, which specified his salary, benefits, and working conditions. He has never had a sabbatical leave, and the odds are that no sabbatical leave is available for him even if he wanted to take one.

He is covered by a group life insurance program paid for by the school system, but the coverage is less than his salary for one year. He, not the school system, pays his NAESP dues.

His salary and fringe benefits are probably determined solely by the school board and/or the superintendent, but he would prefer that they were determined by formal collective bargaining or by an administrative team.

#### What is your term of employment this year?

Almost half of the total sample reported that they are employed for 11 months or more. Of every 10 principals, 3 are employed for 12 months, and 2 for 11 months. Only 7 percent of our respondents are employed for fewer than 10 months a year. Comparisons with the past two studies of the principalship reveal a definite trend toward longer work years for elementary school principals.

TABLE 34  
ANNUAL TERM OF EMPLOYMENT OF PRINCIPALS

| <u>Months</u>    | <u>1978</u> | <u>1968</u> | <u>1958</u> |
|------------------|-------------|-------------|-------------|
| 9, less than 10  | 7.0%        | 21.4%       | 20.0%       |
| 10, less than 11 | 43.8        | 47.2        | 63.0        |
| 11, less than 12 | 19.2        | 13.9        | 5.0         |
| 12               | 30.0        | 17.9        | 12.0        |

Women are almost twice as likely to work less than 10 months a year than are men: 11.6 percent versus 6 percent, respectively. While more than half of the men (51 percent) are employed for an 11-month work year or longer, only 40 percent of the women have such terms of employment.

A work year of 10 months or less is more common in the Great Lakes (11.4 percent) and the Plains (10.2 percent) than elsewhere in the nation. In the Mideast, 61 percent of the principals are employed for 12 months, and 75 percent of the principals there work 11 or more months a year.

More than half of the suburban principals in our sample have a work year of 11 or more months. But, surprisingly, a higher percentage of rural than urban principals do so as well: 48 percent versus 40 percent, respectively. In systems where teachers bargain collectively, principals tend to have shorter terms of employment. The same tendency holds when principals themselves engage in collective bargaining.

TABLE 35  
COLLECTIVE BARGAINING AND PRINCIPAL'S TERM OF EMPLOYMENT

|                                        | <u>10 Months or Less</u> | <u>11 Months or More</u> |
|----------------------------------------|--------------------------|--------------------------|
| Teachers Have Collective Bargaining:   |                          |                          |
| Yes                                    | 54.9%                    | 42.3%                    |
| No                                     | 45.1                     | 57.7                     |
| Principals Have Collective Bargaining: |                          |                          |
| With Teachers                          | 56.4                     | 43.7                     |
| Separately                             | 54.1                     | 45.9                     |
| No                                     | 49.8                     | 50.2                     |

What is your salary as a principal?

The median salary reported for the total sample of elementary school principals in 1978 was \$21,500. There are no notable differences in salary between men and women principals. Although the median salary for men was \$220 higher than that for

women, 1.1 percent more women than men are in the highest salary category. The highest salary reported was \$35,900 and the lowest, \$6,000. Both principals were men. The highest salary for a female principal was \$35,726 and the lowest, \$9,250. The highest reported salary and the highest median salary were in the Far West. The lowest median and the lowest reported salary were in the Southeast.

NAESP members have a median salary of \$1,000 more than nonmembers and \$500 higher than the national median.

Principals who hold doctorates have a median salary of \$26,000; 30 percent of them earned over \$29,000 last year. Although the highest paid principal in our survey was employed in an urban school district, the highest median salaries were paid to suburban principals. For the three community types, the median salaries were: suburban, \$23,950; urban, \$22,893; and rural, \$19,000.

Proof that salary is not everything is demonstrated by the principals who reported bad or very bad morale. As a group, these principals averaged \$1,500 more in salary than those who said their morale is good or very good.

Principals in school systems in which teachers have collective bargaining averaged \$4,500 more last year than their colleagues in nonbargaining systems. However, this average is probably influenced by the Southeast and Southwest, which have both lower principals' salaries and little or no collective bargaining.

In considering the data about collective bargaining by principals, the evidence is clear. Collective bargaining by principals, for principals, definitely increases the size of the paycheck. Principals without collective bargaining averaged \$20,960 in salary last year. Those who were included with teachers for bargaining averaged \$23,000. But principals who bargained as a separate unit averaged \$25,000.

In its study *Salaries Paid Professional Personnel in Public Schools, 1977-78*, Educational Research Service, Inc., found salaries for elementary school principals that reinforced the results of this study. With a larger sample, ERS reported a national average of mean salaries for elementary school principals of \$22,132, as compared to a mean of \$21,848 in this study. The ERS average of mean salaries by

regions is shown at the bottom of the following table.

TABLE 36  
SALARIES OF ELEMENTARY SCHOOL PRINCIPALS IN 1978, BY REGION

|                                 | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|---------------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Less than \$12,000              | 0.9%         | 2.0%      | 0.4%      | 1.2%      | 0.3%      | 0.5%     | 2.3%      | 1.4%      | 1.0%      |
| 12,000 - 12,999                 | 1.1          | 3.1       | xx        | 3.4       | xx        | 1.6      | xx        | xx        | xx        |
| 13,000 - 13,999                 | 1.5          | xx        | 1.2       | 2.2       | xx        | 3.8      | 6.1       | xx        | xx        |
| 14,000 - 14,999                 | 2.7          | 3.1       | 1.2       | 6.2       | 1.1       | 3.3      | 5.3       | 1.4       | xx        |
| 15,000 - 15,999                 | 3.6          | xx        | 0.4       | 7.7       | 1.4       | 7.7      | 6.9       | 5.6       | xx        |
| 16,000 - 16,999                 | 4.8          | 1.0       | 0.8       | 11.7      | 2.3       | 7.7      | 7.9       | 5.6       | xx        |
| 17,000 - 17,999                 | 5.3          | 4.1       | 2.0       | 10.2      | 4.2       | 9.3      | 6.9       | 4.2       | xx        |
| 18,000 - 18,999                 | 7.1          | 6.2       | 1.6       | 13.8      | 5.9       | 11.5     | 7.6       | 7.0       | 0.5       |
| 19,000 - 19,999                 | 7.6          | 7.2       | 2.9       | 9.2       | 10.2      | 7.7      | 10.7      | 12.7      | 2.9       |
| 20,000 - 20,999                 | 8.7          | 6.2       | 6.6       | 9.2       | 11.0      | 8.8      | 15.3      | 11.3      | 2.4       |
| 21,000 - 21,999                 | 8.1          | 13.4      | 6.6       | 9.9       | 10.5      | 4.4      | 7.6       | 5.6       | 5.9       |
| 22,000 - 22,999                 | 8.6          | 11.3      | 9.0       | 5.2       | 11.0      | 7.7      | 8.4       | 14.1      | 6.3       |
| 23,000 - 23,999                 | 7.7          | 12.4      | 8.6       | 4.6       | 10.5      | 7.7      | 4.6       | 12.7      | 4.9       |
| 24,000 - 24,999                 | 5.3          | 8.2       | 5.3       | 1.2       | 7.9       | 3.8      | 2.3       | 4.2       | 9.3       |
| 25,000 - 25,999                 | 5.7          | 9.3       | 7.4       | 2.5       | 6.8       | 3.8      | 3.8       | 4.2       | 8.8       |
| 26,000 - 26,999                 | 4.0          | 3.1       | 7.4       | 0.6       | 3.1       | 1.6      | 3.8       | 4.2       | 9.3       |
| 27,000 - 27,999                 | 4.8          | 4.1       | 7.8       | 0.6       | 5.6       | 1.6      | xx        | xx        | 14.1      |
| 28,000 - 28,999                 | 4.0          | 2.1       | 4.9       | 0.9       | 3.4       | 1.6      | 0.8       | xx        | 14.6      |
| 29,000 and Over                 | 8.6          | 3.1       | 25.8      | 0.3       | 4.8       | 5.5      | xx        | 5.6       | 20.0      |
| Median                          | \$21,500     | \$22,000  | \$25,000  | \$18,000  | \$22,000  | \$19,500 | \$19,350  | \$20,988  | \$26,550  |
| Mean                            | 21,848       | 21,698    | 25,214    | 18,458    | 22,266    | 19,993   | 19,134    | 21,084    | 26,167    |
| High                            | 35,900       | 31,160    | 35,400    | 31,006    | 34,000    | 31,000   | 28,000    | 31,500    | 35,900    |
| Low                             | 6,000        | 8,600     | 11,550    | 6,000     | 10,700    | 10,000   | 11,000    | 11,000    | 9,250     |
| Average of Mean Salaries by ERS |              |           |           |           |           |          |           |           |           |
|                                 | 22,132       | 21,571    | 25,317    | 18,571    | 22,132    | 20,634   | 20,022    | 21,407    | 25,770    |



The ERS study also permits comparisons of salaries of all principals.

TABLE 37

COMPARISON OF PRINCIPALS' SALARIES IN 1978

|                             | <u>Senior High</u> | <u>Jr. High/Middle</u> | <u>Elementary</u> |
|-----------------------------|--------------------|------------------------|-------------------|
| Average of Mean Salaries    | \$26,642           | \$24,235               | \$22,132          |
| Ratio to Senior High Salary | xx                 | 0.91                   | 0.83              |

The median salary for elementary school principals has more than tripled since 1958 and more than doubled since 1968.

TABLE 38

TWENTY YEARS OF SALARIES FOR ELEMENTARY SCHOOL PRINCIPALS

|        | <u>1958</u>    | <u>1968</u> | <u>1978</u> |
|--------|----------------|-------------|-------------|
| Median | \$6,237        | \$9,700     | \$21,500    |
| High   | 1% over 10,500 | 18,135      | 35,900      |
| Low    | 1% under 3,500 | 3,338       | 6,000       |

This 20-year period, however, has been a time of unrelieved and compounding inflation. Have principals made salary gains in "real dollars"? Have their salaries increased faster than inflation?

The answer is "yes." Remember, however, that some of this gain must be attributed to higher salaries paid as a result of more training: 20 percent more principals now hold an M.A. or a higher degree than did in 1958.

While both inflation and higher academic degrees may explain the increase in the principal's paycheck, the fact remains that salaries now provide more purchasing power for principals than they have in the past. According to U.S. Department of Labor statistics, a 1958 dollar was worth 44¢ in 1978. In dollars

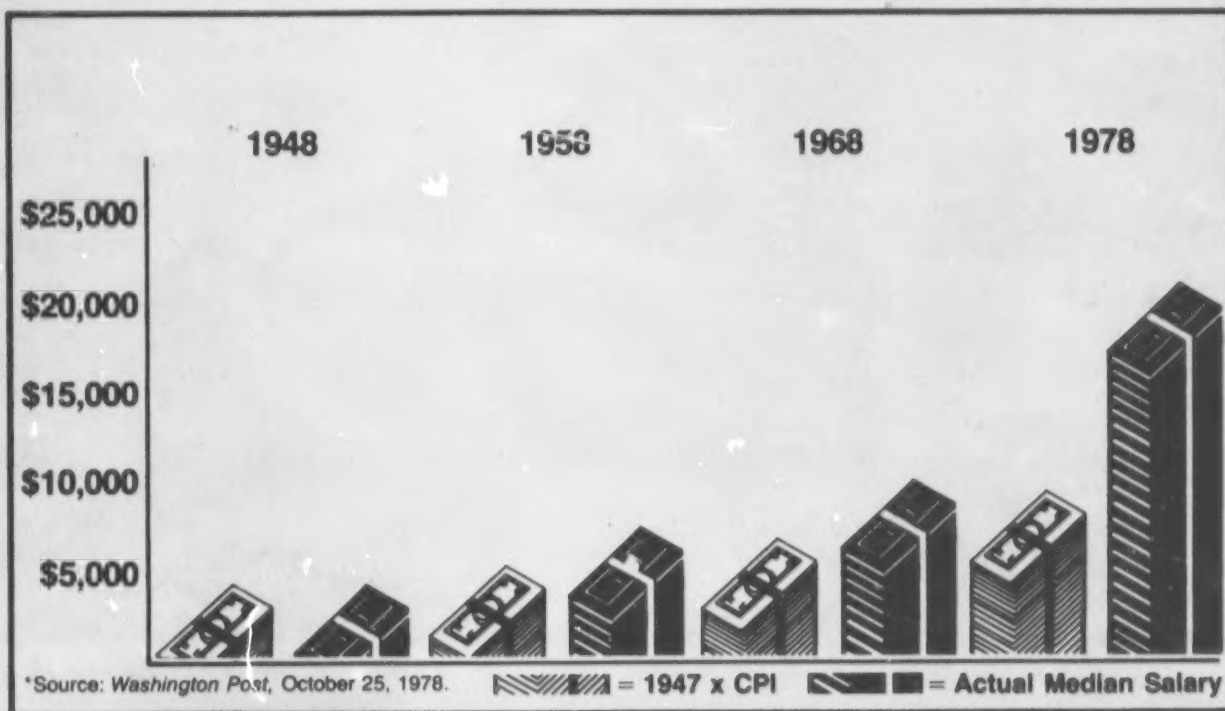
adjusted to 1958 value, principals' median salaries have increased slightly more than 50 percent in 20 years, as shown in Table 39.

TABLE 39  
ADJUSTED SALARIES OF PRINCIPALS

|                                  | 1958       | 1968       | 1978        |
|----------------------------------|------------|------------|-------------|
| Median Salary                    | \$6,237.00 | \$1,700.00 | \$21,500.00 |
| 1958 Dollar Value                | 1.00       | 0.83       | 0.44        |
| Salaries Adjusted to 1958 Dollar | 6,237.00   | 8,051.00   | 9,460.00    |

The real increase can also be seen by comparing median salaries to the consumer price index. Figure 6 uses the 1948 dollar as a base and compares salaries to the increase in the consumer price index.

FIGURE 6  
Principals' Salaries and the Consumer Price Index\*



Do you have a written contract?

A written contract was defined in our survey as "an individual contract which specifies salary, benefits, and working conditions signed by the principal and a representative of the school board." Over one-third of the respondents do not have such a contract. There were wide regional differences in regard to written contracts, as shown in Table 40.

TABLE 40  
WRITTEN CONTRACTS FOR PRINCIPALS

|     | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|-----|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Yes | 65.0%        | 55.1%     | 30.3%     | 60.7%     | 77.2%     | 92.4%    | 86.0%     | 70.3%     | 59.5%     |
| No  | 34.7         | 44.1      | 69.7      | 39.3      | 22.8      | 7.6      | 14.0      | 29.7      | 40.5      |

There are no significant differences on this question when analyzed by age, sex, or experience. There are differences among other subgroups of the sample, however, as the data in Table 41 indicate.

TABLE 41  
COMPARISON OF CATEGORIES OF PRINCIPALS WITH WRITTEN CONTRACTS

|                         |     |                                 |     |
|-------------------------|-----|---------------------------------|-----|
| B.A. Degree             | 69% | Doctorate                       | 51% |
| Below 100 Enrollment    | 79  | Above 1,000 Enrollment          | 42  |
| Rural                   | 75  | Urban                           | 58  |
| No Teacher Bargaining   | 71  | Teacher Bargaining              | 62  |
| No Principal Bargaining | 66  | Separate Principal's Bargaining | 59  |
| Somewhat/Very Insecure  | 78  | Very/Fairly Secure              | 65  |

Of those principals who have written contracts, 70 percent of the contracts are for one year; 18 percent for two years; 8 percent for three years; and 4 percent marked "other." One-year contracts are most common in the Rocky Mountains (88.5 percent) and least common in the Southwest (46.1 percent). Over one-third of the contracts in the Southwest are for two years (37.4 percent). Over one-fifth

of the contracts are for two years in the Great Lakes (28.7 percent), New England (22.4 percent), and Mideast (21.4 percent). Another 21.4 percent of the contracts in the Mideast are for three years, while only one-half of 1 percent of the Southeastern contracts are for that long.

The questionnaire did not explore the job security provisions of the contract, but it is interesting to note that 31 percent of those principals working under contract who indicated that they are somewhat or very insecure in their jobs have contracts that are in force for two years or more.

Does your school system provide the opportunity for sabbatical leave for elementary school principals?

Almost half of the respondents (46 percent) work in school systems that have provisions for sabbatical leave for elementary school principals. Sabbatical policies differ from region to region. For example, three-fourths of the principals in New England have sabbaticals available, but only one in five Southwest principals are afforded this opportunity.

Despite the widespread availability of sabbaticals, however, only 4 percent of the principals in this study have ever had a paid sabbatical leave. Of that group, one-third had a sabbatical in the years 1970-74, as compared with only 17 percent in the past three years. Among principals with doctorates, 27 percent have had a sabbatical leave, but less than 10 percent of that group took their leave in the last three years. (See Table 42)

Does your school system provide a group life insurance program for its employees?

Group life insurance is provided by the school system for 71 percent of the principals in our study, and it appears to be a popular fringe benefit--96 percent of those who are offered the insurance participate in the program. Perhaps the high participation can be explained by the fact that the school system pays the full cost for 67 percent of the respondents and part of the cost for another 23 percent.

The value of the life insurance coverage is equal to the principal's annual



salary for 28 percent of the sample; one and a half times the annual salary for 10 percent; twice the annual salary for 11 percent; a flat amount for 43 percent; and "other" for 8 percent. Three-fourths of those who have group life insurance have coverage that equals less than the 1978 median salary of \$21,500. In other words, their insurance will not even provide the equivalent of one year's salary for their dependents. Only 4 percent could count on their insurance to provide as much as two years of salary replacement. It is encouraging to note that during the past four years, more than 10 percent of NAESP's members have purchased low-cost term life insurance available through association membership as supplementary protection for their families.

TABLE 42  
SABBATICAL LEAVE FOR ELEMENTARY SCHOOL PRINCIPALS

|                                                                  | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|------------------------------------------------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Have Sabbatical Leave                                            | 46%          | 75%       | 69%       | 42%       | 40%       | 30%      | 20%       | 44%       | 51%       |
| Information from those who have sabbatical leave provisions only |              |           |           |           |           |          |           |           |           |
| <u>Available</u>                                                 |              |           |           |           |           |          |           |           |           |
| Once every 5 years                                               | 16           | 13        | 6         | 28        | 22        | 23       | 26        | 10        | 11        |
| Once every 7 years                                               | 57           | 60        | 72        | 33        | 50        | 41       | 44        | 63        | 75        |
| Other                                                            | 27           | 27        | 22        | 39        | 28        | 36       | 30        | 27        | 14        |
| <u>Salary</u>                                                    |              |           |           |           |           |          |           |           |           |
| Full for 1/2 year                                                | 10           | 19        | 18        | 2         | 5         | 8        | 8         | 3         | 13        |
| 1/2 for full year                                                | 57           | 60        | 68        | 43        | 48        | 50       | 21        | 74        | 69        |
| Full minus substitute                                            | 5            | xx        | xx        | 14        | 11        | xx       | 8         | 3         | 3         |
| No salary                                                        | 19           | 9         | 4         | 32        | 29        | 31       | 55        | 10        | 9         |
| Other                                                            | 9            | 12        | 10        | 9         | 7         | 11       | 8         | 10        | 6         |
| Percent who have had paid sabbatical                             | 4            | 5         | 6         | 6         | 3         | 2        | 2         | 1         | 6         |

Does the school system pay all or part of your NAESP dues?

Better than one-fourth of the current members of NAESP indicated that the school system pays all or part of their dues to NAESP: 23.5 percent have their entire dues paid by the school system, and another 3.7 percent have part of their dues paid.

NAESP dues payment by the school system is most prevalent in New England and least prevalent in the Southwest.

TABLE 43  
NAESP DUES PAID BY SCHOOL SYSTEM

|           | NE    | ME    | SE    | GL    | P     | SW   | RM    | FW    |
|-----------|-------|-------|-------|-------|-------|------|-------|-------|
| 100% Paid | 42.9% | 30.8% | 12.0% | 28.3% | 19.8% | 7.5% | 26.2% | 25.3% |
| Part Paid | 4.1   | 3.3   | 2.8   | 3.5   | 7.9   | 3.3  | xx    | 2.7   |
| None      | 53.1  | 65.8  | 85.2  | 68.2  | 72.3  | 88.7 | 73.8  | 72.0  |

Full dues payment by the school system is much more frequent in rural communities (35.3 percent) than in urban settings (9 percent). The presence or absence of collective bargaining by either principals or teachers does not appear to have a bearing on this question.

What method is used to determine salaries, fringe benefits, and working conditions of principals in your school system?

More than one-third of the principals in our sample have no part in determining their own salary, fringe benefits, and working conditions. Instead, these issues are determined by the board of education and the superintendent. (See Table 44)

There are no significant differences between male and female principals in their responses to this question. However, as the age of the principal increases, unilateral decisions by the board and superintendent decrease and direct involvement by the principals themselves grows greater. (See Table 45)

TABLE 44

DETERMINATION OF SALARY, FRINGE BENEFITS, AND WORKING CONDITIONS

| Method Used                                                | Total | Subgroups in Which Practice Is Highest |       |
|------------------------------------------------------------|-------|----------------------------------------|-------|
| Solely by Board/Superintendent                             | 35.8% | No Collective Bargaining               | 56.6% |
| Formal Collective Bargaining                               | 15.7  | Principals Bargain Separately          | 75.1  |
| Administrative Team                                        | 13.9  | Principals with Doctorates             | 18.5  |
| Committee of Principals                                    | 9.5   | NAESP Members                          | 12.5  |
| Meet and Confer                                            | 7.5   | Somewhat/Very Insecure                 | 13.3  |
| Discussion between Individual Principal and Superintendent | 7.8   | Rural Communities                      | 13.5  |
| Other                                                      | 9.6   | Bad/Very Bad Morale                    | 14.4  |

TABLE 45

DETERMINATION OF SALARY, FRINGE BENEFITS, AND WORKING CONDITIONS  
BY AGE OF PRINCIPAL

| Method Used                    | Total | Under 35<br>Years of Age | 35-49 | 50 and Older |
|--------------------------------|-------|--------------------------|-------|--------------|
| Solely by Board/Superintendent | 35.8% | 40.9%                    | 36.2% | 33.3%        |
| Formal Collective Bargaining   | 15.7  | 11.9                     | 15.6  | 17.1         |
| Committee of Principals        | 9.5   | 5.7                      | 9.6   | 10.2         |
| Meet and Confer                | 7.8   | 4.7                      | 8.0   | 8.5          |

As might be expected, there are wide differences in practice from region to region. Almost half of the principals in New England engage in formal collective bargaining on salary, fringe benefits, and working conditions, as compared to less than 1 in 100 Southwest principals. The Southwest also has the highest percentage of principals subject to unilateral decisions by the board and/or superintendent and the lowest percentage of administrative team involvement. (See Table 46)

What method would you prefer be used to determine your salary, fringe benefits, and working conditions?

If desire is the mother to action, then principals will begin to have more

involvement in decisions about their own salary, fringe benefits, and working conditions. Only 1 in 20 is satisfied to have these decisions made unilaterally by the board and superintendent. Formal collective bargaining is the choice of the largest percentage of principals, followed closely by the administrative team. Except for unilateral decisions by the board and the superintendent, almost any method of determining these issues would be preferred by most principals over current practices. (See Table 47)

TABLE 46

DETERMINATION OF SALARY, FRINGE BENEFITS, AND WORKING CONDITIONS BY REGIONS

| <u>Method Used</u>                                               | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|------------------------------------------------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Solely by Board/<br>Superintendent                               | 35.8%        | 17.1%     | 24.8%     | 56.2%     | 35.3%     | 29.3%    | 57.8%     | 31.5%     | 19.7%     |
| Formal Bargaining                                                | 15.7         | 49.5      | 38.0      | 1.8       | 14.4      | 9.9      | 0.7       | 5.5       | 13.9      |
| Administrative Team                                              | 13.9         | 7.6       | 8.8       | 6.7       | 20.0      | 14.4     | 5.2       | 15.1      | 28.4      |
| Committee of Principals                                          | 9.5          | 1.9       | 6.0       | 8.5       | 9.2       | 9.9      | 10.4      | 21.9      | 14.4      |
| Meet and Confer                                                  | 7.8          | 8.6       | 7.6       | 4.9       | 5.0       | 12.2     | 5.9       | 9.6       | 13.9      |
| Discussion between<br>Individual Principal and<br>Superintendent | 7.8          | 7.6       | 6.4       | 7.9       | 8.3       | 12.7     | 9.6       | 8.2       | 3.4       |
| Other                                                            | 9.6          | 7.6       | 8.4       | 14.0      | 7.8       | 11.6     | 10.4      | 8.2       | 6.3       |

TABLE 47

CURRENT VERSUS PREFERRED METHODS OF DETERMINING SALARY, FRINGE BENEFITS, AND WORKING CONDITIONS

| <u>Method Used</u>                                            | <u>Current Practice</u> | <u>Preferred Practice</u> |
|---------------------------------------------------------------|-------------------------|---------------------------|
| Solely by Board/Superintendent                                | 35.8%                   | 5.2%                      |
| Formal Collective Bargaining                                  | 15.7                    | 28.8                      |
| Administrative Team                                           | 13.9                    | 24.7                      |
| Committee of Principals                                       | 9.5                     | 13.0                      |
| Meet and Confer                                               | 7.8                     | 8.9                       |
| Discussion between Individual Principal<br>and Superintendent | 7.8                     | 13.9                      |
| Other                                                         | 9.6                     | 5.4                       |



Women principals in our sample appear to have more faith in the administrative team to set salaries than do their male counterparts: 31.6 percent versus 23.2 percent, respectively. Formal collective bargaining is preferred by a slightly higher percentage of men (29 percent) than women (27.8 percent).

Analysis by regions shows results similar to the national preferences. That is, all areas prefer to determine these issues through methods that involve principals in the decisions and dislike leaving the determination up to the board and superintendent. Formal collective bargaining is the choice of more than half the principals in New England (56.2 percent) and the Mideast (53.4 percent). No other method was selected by more than half of the regional respondents. Table 48 shows the highest and lowest percentages of preference and the region that gave that rating.

TABLE 48  
PREFERENCE FOR METHOD OF DETERMINING SALARY, FRINGE BENEFITS, AND  
WORKING CONDITIONS

| <u>Method Used</u>                                            | <u>Highest</u> | <u>Lowest</u> |
|---------------------------------------------------------------|----------------|---------------|
| Solely by Board/Superintendent                                | 15.6% (SW)     | 2.0% (ME)     |
| Formal Bargaining                                             | 56.2 (NE)      | 10.2 (SW)     |
| Administrative Team                                           | 37.1 (FW)      | 11.4 (NE)     |
| Committee of Principals                                       | 23.4 (SE)      | 4.8 (NE)      |
| Meet and Confer                                               | 16.2 (FW)      | 6.7 (NE)      |
| Discussion between Individual Principal<br>and Superintendent | 18.8 (SW)      | 5.7 (FW)      |
| Other                                                         | 9.4 (SE)       | 2.9 (RM)      |

Interest in formal collective bargaining increases with the age of the principal: 25 percent of those under 35 years of age gave collective bargaining as their choice, while 33 percent of those over 50 made that selection. Negotiation was the choice of more urban principals (43 percent) than suburban (32 percent) or rural (17 percent) principals. Bargaining was also selected by a higher percentage of NAESP members (31 percent) than nonmembers (26 percent), but NAESP members also

chose the administrative team by a slightly but not significantly higher percentage: 25.3 percent versus 24.2 percent, respectively.

Principals with poor morale and low job security chose collective bargaining almost twice as often as those with good morale and high job security. The opposite was true of the administrative team, however. The team was selected more than twice as often by principals with high morale than by those with low morale.

Among principals who already bargain collectively for themselves, three-fourths indicated bargaining as their preference.

## CHAPTER 4

### THE PRINCIPAL AND THE SCHOOL

The typical principal administers one school, which includes kindergarten through grade six. The school is more likely to be situated in a rural or suburban community than an urban one. It enrolls 430 pupils and employs 18 full-time teachers, of whom more than 90 percent are women. There is no assistant principal, but there is a librarian and several other professionals who are either full-time or part-time employees. Happily for the principal, there is a full-time secretary.

The typical principal believes he has a very good relationship with teachers in his school and a good relationship with both the superintendent and the school board. He also believes that his school offers an outstanding program of special education for handicapped students.

The typical principal spends 45 hours a week at school and another 5 hours in school-related activities. He has primary responsibility for supervision and instructional improvement and plays a significant role in the selection of the faculty in his school. He probably rates beginning teachers every year and experienced teachers somewhat less frequently.

The odds are 10 to 1 that he does not have any pupils being bused into his school to achieve or maintain racial balance.

#### How many separately named elementary schools are under your direction?

The present study reveals a disturbing trend toward making a principal responsible for more than one school. (See Table 49)

This trend is most pronounced in the Plains and Great Lakes, where 34 and 28 percent of the principals, respectively, are responsible for more than one school. One-fifth of the principals who said their morale is bad or very bad

must cope with two or more schools, and 23 percent of those who feel insecure in their jobs have multiple school responsibilities.

Surprisingly, a larger percentage of principals whose school enrollment exceeds 1,000 (24.5 percent) are responsible for two or more schools than are those whose enrollment is less than 100 (10.7 percent). We can only hope that the first group reported combined enrollment figures for all the schools under their direction.

While this trend is more pronounced in rural than in urban or suburban settings, the difference is not statistically significant. It appears that rather than face the unpleasantness of reorganization and consolidation, school boards and superintendents are forcing principals to administer more than one school. Educational goals apparently are being sacrificed for political expediency.

It is imperative that the practice of assigning one principal to more than one school be resisted and condemned. NAESP believes that every child is entitled to the services of a well-qualified, full-time principal. For a school system to provide less is short-sighted economy. A good principal is well worth the salary.

TABLE 49  
NUMBER OF SCHOOLS THE PRINCIPAL ADMINISTERS

|              | <u>1968</u> | <u>1978</u> |
|--------------|-------------|-------------|
| One          | 87.7%       | 82.3%       |
| Two          | 8.8         | 13.2        |
| Three        | 2.0         | 1.9         |
| Four or More | 1.6         | 2.6         |

What grades are under your direction?

Kindergarten through grade six is the combination reported by nearly two-thirds



of the principals in this study. This is up significantly from 1968, when only two-fifths of the respondents administered schools with these grades. If principals whose schools include pre-kindergarten are added to this number, the pattern is even more pronounced: 42 percent in 1968 versus 75 percent in 1978. The grade combinations of K-6 or pre-K-6 are predominant in all regions. The only notable exception is the Southeast, where 16 percent of our respondents' schools do not have kindergartens and 21 percent include seventh and eighth grades.

TABLE 50  
GRADES SUPERVISED BY ELEMENTARY SCHOOL PRINCIPALS

|         |       |
|---------|-------|
| Pre-K-6 | 11.9% |
| K-6     | 62.9  |
| 1-6     | 4.8   |
| Pre-K-8 | 2.0   |
| K(1)-8  | 13.0  |
| K(1)-3  | 3.0   |
| 4-6     | 2.4   |

By some slight regrouping, we may examine the data on this subject over a 50-year period.

TABLE 51  
ORGANIZATION OF ELEMENTARY SCHOOLS, 1928-78

|                    | <u>1928</u> | <u>1948</u> | <u>1958</u> | <u>1968</u> | <u>1978</u> |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| K-6                | 26.0%       | 34.0%       | 51.0%       | 41.8%       | 74.8%       |
| K-8                | 17.0        | 21.0        | 12.0        | 7.7         | 14.0        |
| 1-8                | 16.0        | 9.0         | 8.0         | 9.6         | 1.0         |
| 1-6                | 16.0        | 17.0        | 27.0        | 20.4        | 4.9         |
| K(1)-7             | 12.0        | xx          | xx          | xx          | xx          |
| Other Combinations | 13.0        | 19.0        | 2.0         | 20.5        | 5.3         |

What is your school's enrollment?

It will come as no surprise to school administrators--many of whom have already had to preside over school closings due to declining enrollment--that the nation's elementary schools are getting smaller. The median enrollment in elementary schools in 1958 was 536 pupils. By 1968 the median had dropped to 490, and in the present survey it is down to 430. (The mean in the present survey is 471 pupils.) While the range of enrollments is still large--from a low of 33 in rural New England to a high of 2,200 in a Great Lakes city--no single elementary school reported in 1978 has as many students as the largest reported in 1968, with 3,100. (In all enrollment counts in this survey, incidentally, principals were instructed to count each half-day kindergarten child as one student.)

FIGURE 7  
School Enrollment in 1978

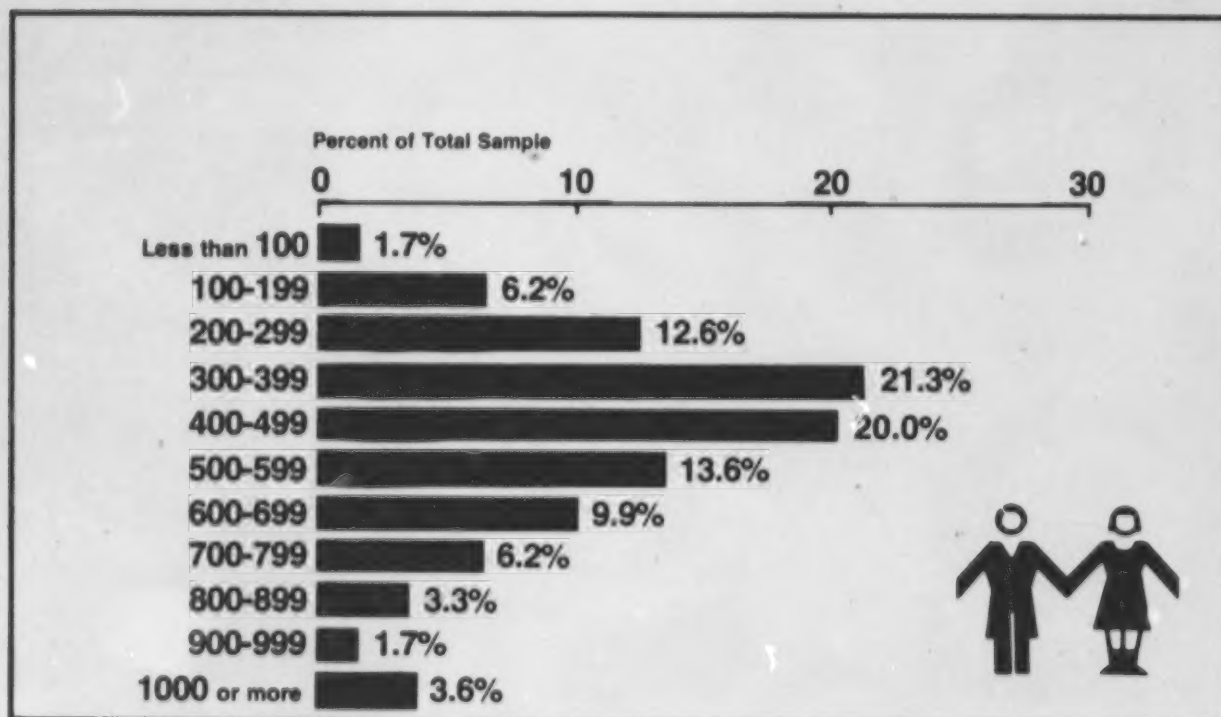
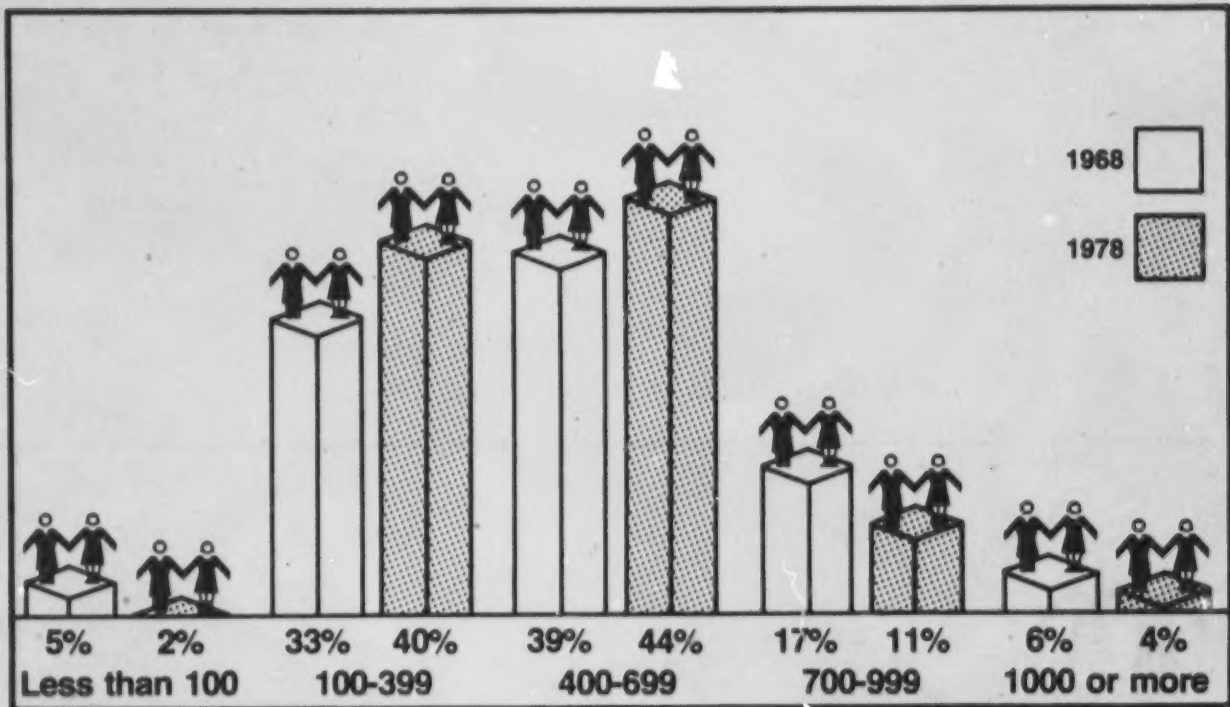


FIGURE 8  
School Enrollment in 1968 and 1978



In 1968 the median school enrollment for female supervising principals was higher (556) than for male supervising principals (539). This year, that situation has reversed. Schools with male principals now have a median enrollment of 440, compared to a median of 386 in schools headed by women. The enrollment of the largest school supervised by a woman in the present survey stands at 1,749. A man is in charge of the largest school in our sample, and a woman heads the smallest. The smallest school reported by a man this year has 45 students.

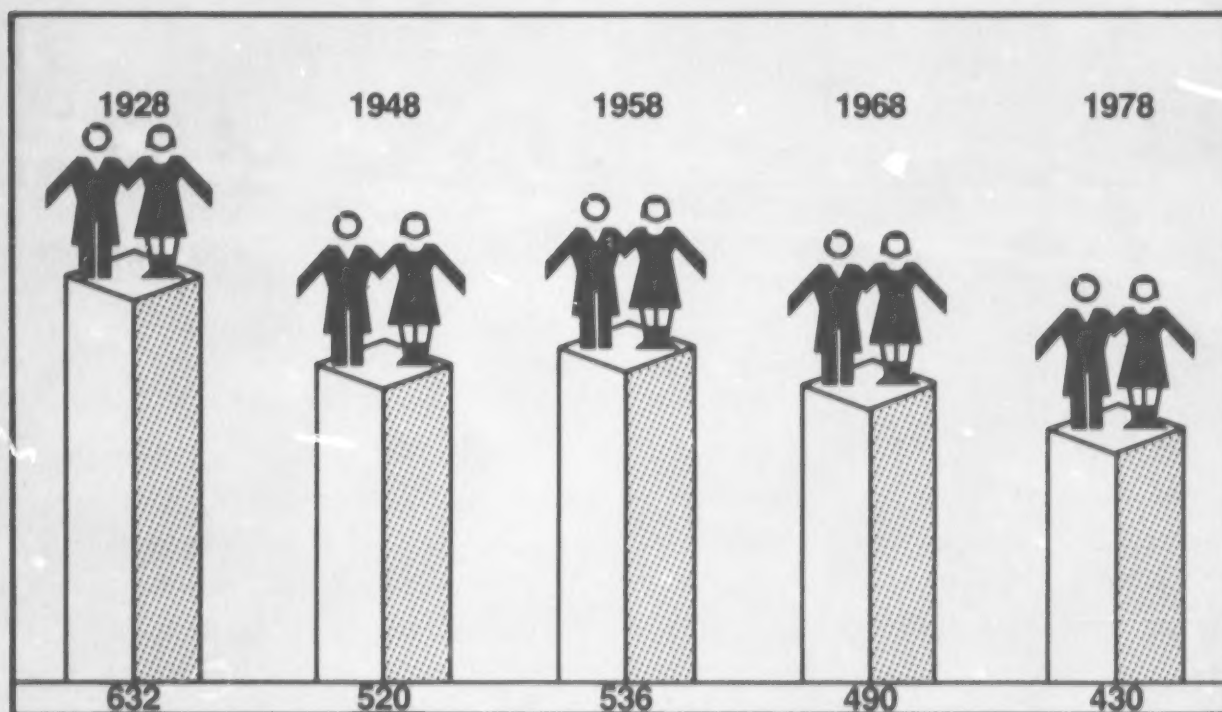
Enrollment figures show some regional variation as well. The highest

median enrollment is in the Mideast, with 509 pupils. The Plains states have the lowest median, with 377.

There is also some variation according to the principal's preparation. In general, the principals with the highest academic degrees are chosen to preside over the largest schools. Of the principals with bachelor's degrees, 54 percent have schools with 300 or fewer students, while only 20 percent of those with an M.A. or six-year certificate have schools in that enrollment range. The median school sizes for the various degree groups are: B.A., 248; M.A., 430; six-year certificate, 440; and doctorate, 550.

FIGURE 9

Median Enrollment in Schools since 1928





Do you have an assistant principal assigned to your school?

An impressive 27 percent of the high schools surveyed by NASSP employ four or more administrative assistants to the principal, but only 19.5 percent of the elementary school principals have any administrative assistants at all. Whether or not the elementary school employs an assistant principal is clearly related to the size of the school's enrollment.

TABLE 52

ASSISTANT PRINCIPAL AND SCHOOL ENROLLMENT

|                 | <u>1,000 or more</u> | <u>700 to 999</u> | <u>400 to 699</u> | <u>100 to 399</u> | <u>Below 100</u> |
|-----------------|----------------------|-------------------|-------------------|-------------------|------------------|
| Do Not Have One | 20%                  | 45%               | 81%               | 94%               | 100%             |
| Have One        | 80                   | 55                | 19                | 6                 | xx               |

Among our respondents, 19 percent of the male principals and 20 percent of the female principals have assistant principals. In the New England states, 31 percent of the respondents have assistant principals, but in the Plains only 8 percent do. Among principals with a doctorate, 38 percent have assistant principals.

Of those who have an assistant, better than two to one indicated that the assistant principalship is a full-time position. Only 4 percent reported two or more full-time assistant principals, as compared to high schools, 70 percent of which have two or more assistant principals.

How many full-time classroom teachers are currently assigned to your school?

The median number of full-time classroom teachers per school in the present study is 18, unchanged from 1968 but up by 2 from 1958. Overall, the distribution is remarkably similar over a 20-year period.

In the Mideast the median number of classroom teachers is 22, while in the Plains it is 16. For male principals the median is 19 and the mean 21. For

female principals both are lower--median 16 and mean 19. Over three-quarters (78 percent) of the male principals, as compared with only 57 percent of the female principals, have schools with 15 or more teachers. In schools serving suburban communities, the median number of teachers is 20; in urban schools, 19; and in rural schools, 16.

The only other factor that appears related to the size of the teaching staff is the principal's academic preparation. (See Table 54)

TABLE 53  
NUMBER OF FULL-TIME CLASSROOM TEACHERS IN ELEMENTARY SCHOOLS

|              | 1978 | 1968 | 1958 |
|--------------|------|------|------|
| Fewer Than 5 | 1.5% | 7.3% | 5.0% |
| 5-14         | 29.5 | 30.2 | 40.0 |
| 15-24        | 43.2 | 38.7 | 37.0 |
| 25-34        | 17.6 | 16.1 | 14.0 |
| 35-44        | 5.1  | 5.2  | 2.0  |
| 45 or More   | 3.1  | 2.4  | 2.0* |
| Median       | 18.0 | 18.0 | 16.0 |

\*Final category in 1958 was 40 or more.

TABLE 54  
HIGHEST DEGREE HELD BY PRINCIPAL COMPARED TO NUMBER OF  
FULL-TIME CLASSROOM TEACHERS

|                      | Median | Mean  | Fewer Than<br>5 Teachers | 35 or<br>More Teachers |
|----------------------|--------|-------|--------------------------|------------------------|
| B.A.                 | 11.0%  | 13.0% | 13.6%                    | 1.7%                   |
| M.A.                 | 18.0   | 20.0  | 1.2                      | 3.1                    |
| Six-year Certificate | 19.0   | 22.0  | 0.3                      | 10.1                   |
| Doctorate            | 21.0   | 26.0  | xx                       | 22.0                   |

About one-third of the principals reported that they use part-time teachers. Of those respondents, 77 percent have one to four part-time teachers and another 19 percent have between five and nine.

What is the composition by sex of your teaching staff?

While the data indicate that the elementary school principalship is becoming a position for men, the teaching staff in the nation's elementary schools is overwhelmingly composed of women. Two-thirds of the schools in this study report that over 80 percent of their teachers are women. In one-third of these schools, women make up 90 percent or more of the staff, and 1 percent report that their staffs are made up entirely of women. Male teachers outnumber female teachers in only 2.5 percent of the schools reporting. These figures are almost a mirror image of the male-female ratio on the teaching staffs of secondary schools.

TABLE 55  
MALE-FEMALE TEACHER RATIO IN ELEMENTARY AND SECONDARY SCHOOLS

| <u>Male</u> | <u>Female</u> | <u>Elementary<br/>Schools</u> | <u>Secondary<br/>Schools*</u> |
|-------------|---------------|-------------------------------|-------------------------------|
| 10% or Less | 90% or More   | 36.2%                         | 3.0%                          |
| 11 - 20     | 80 - 89       | 29.6                          | 3.0                           |
| 21 - 30     | 70 - 79       | 16.7                          | 4.0                           |
| 31 - 40     | 60 - 69       | 9.4                           | 10.0                          |
| 41 - 50     | 50 - 59       | 5.7                           | 16.0                          |
| 51 - 60     | 40 - 49       | 1.6                           | 29.0                          |
| 61 - 70     | 30 - 39       | 0.3                           | 24.0                          |
| 71 - 80     | 20 - 29       | 0.3                           | 7.0                           |
| 81 - 90     | 10 - 19       | 0.3                           | 4.0                           |
| 91 - 99     | 1 - 9         | xx                            | xx                            |

\*The NASSP study used a slightly different grouping--20 to 29.9%, rather than 21 to 30%. Hence, the percentages for secondary schools may be slightly inaccurate.

The NASSP study reports a significant total increase in male teachers between 1965 and 1977. Unfortunately, our previous studies did not seek this information, so we cannot report on changes in the elementary school.

The predominance of female teachers is universal throughout this study. Cross-tabular analysis reveals no significant deviations.

How many of the following professional staff are currently assigned to your school?

More than half the principals reported no full- or part-time counselors, librarians, or other professional staff members in their schools.

TABLE 56  
NUMBER OF OTHER PROFESSIONAL STAFF MEMBERS

|                               | <u>None</u> | <u>One</u> | <u>Two</u> | <u>Three</u> | <u>Four</u> | <u>Five or More</u> |
|-------------------------------|-------------|------------|------------|--------------|-------------|---------------------|
| Full-time Counselors          | 82.2%       | 13.6%      | 1.7%       | 0.4%         | 0.1%        | 0.1%                |
| Part-time Counselors          | 73.0        | 24.5       | 2.1        | 0.2          | 0.1         | xx                  |
| Full-time Librarians          | 53.9        | 44.7       | 1.3        | 0.1          | xx          | xx                  |
| Part-time Librarians          | 68.8        | 29.1       | 1.8        | 0.1          | xx          | 0.1                 |
| Full-time Other Professionals | 56.3        | 10.2       | 9.2        | 6.1          | 4.2         | 11.8                |
| Part-time Other Professionals | 46.7        | 9.8        | 11.2       | 8.9          | 7.5         | 14.6                |

Information about elementary school counselors was not solicited in earlier studies but librarians were included in the two previous surveys. In this area elementary schools appear to have gained.

TABLE 57  
LIBRARIANS IN ELEMENTARY SCHOOLS

|           | <u>1958</u> | <u>1968</u> | <u>1978</u> |
|-----------|-------------|-------------|-------------|
| Full-time | 9.0%        | 27.3%       | 46.2%       |
| Part-time | 29.0        | 34.2        | 31.1        |
| None      | 62.0        | 38.5        | 22.7        |



The Southeast leads the nation, with 69 percent of its schools having one or more full-time librarians. Principals in the Far West, on the other hand, can boast of full-time librarians in only 27 percent of their elementary schools. Only one in five schools with enrollments of 1,000 or more has no full-time librarian. The odds against having a librarian increase, however, as school size decreases.

Two-thirds of the elementary schools use full-time teacher aides, but only one-third employ someone in that position part-time.

TABLE 58  
ELEMENTARY SCHOOLS USING TEACHER AIDES

|           | <u>None</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5-9</u> | <u>10-14</u> | <u>15-24</u> | <u>25 or More</u> |
|-----------|-------------|----------|----------|----------|----------|------------|--------------|--------------|-------------------|
| Full-time | 32.5%       | 14.9%    | 13.2%    | 9.7%     | 7.3%     | 16.0%      | 4.4%         | 1.5%         | 0.5%              |
| Part-time | 64.5        | 11.3     | 7.2      | 4.4      | 2.2      | 6.2        | 2.0          | 1.7          | 0.5               |

More than one-half of the schools (52.9 percent) in the Far West do not use teacher aides at all. Schools in the Southeast (83.6 percent) and Southwest (83.9 percent) use teacher aides more than do schools in any other region. And it is interesting to note that both urban (87.2 percent) and rural schools (83.3 percent) are more likely to employ teacher aides than are suburban schools (55 percent). Moreover, school systems where teachers have collective bargaining rights are twice as likely (38.2 percent) to have no teacher aides at all as systems without bargaining (19.7 percent).

How would you describe your relationship with teachers in your building?

Principals believe that their relationship with the teachers in their school is far better than their relationship with either superintendents or school boards, which they were asked about in subsequent questions. (See Chapter 5)

Not a single respondent reported a very poor relationship with teachers, and only one-half of 1 percent reported a poor relationship. The remaining 99.5

percent say their relationship with teachers is good or very good.

TABLE 59  
RELATIONSHIP BETWEEN PRINCIPALS AND OTHERS

|                 | <u>Very Good</u> | <u>Good</u> | <u>Poor</u> | <u>Very Poor</u> |
|-----------------|------------------|-------------|-------------|------------------|
| Teachers        | 59.4%            | 41.1%       | 0.5%        | xx               |
| Superintendents | 40.5             | 45.4        | 11.2        | 2.9              |
| School Boards   | 30.1             | 52.3        | 14.7        | 2.9              |

In only two subgroups were poor relationships with teachers reported by over 3 percent of the respondents: 7 percent of those whose morale is bad or very bad and 9 percent of those whose job security is low reported that their relationships with teachers are poor.

Of the total sample, 17 percent of the principals reported that their teaching staffs now include at least one teacher who had previously failed in another assignment and was transferred to the present position to be given another chance. Of that group, 35 percent have two or more such teachers. In a follow-up question, the principals indicated that they believe 75 percent of these teachers will never succeed at teaching no matter how many times they are transferred.

How many secretarial/clerical staff are assigned to your school?

There has been a significant improvement in providing secretarial and clerical assistance to elementary schools during the past 20 years. This year, 88 percent of the schools reporting have one or more full-time secretarial or clerical position, and over one-fourth have two or more such assistants. Ten years ago, only half of the elementary schools surveyed had a full-time secretarial/clerical worker, and in 1958 only 40 percent did.

In the present study, 89 percent of the male principals have clerical assistance, compared to 81 percent of the female principals. In both New England and the Southwest, one in five principals has no full-time clerical assistance at all. Three-fourths of the schools in which enrollment exceeds 1,000 have two or more secretarial/clerical positions, but 5 percent of such schools have none.

How would you characterize the community which your school serves?

Principals were given three choices: urban, suburban, and rural. No attempt was made to define these categories because previous experiences with variations of this question appeared to cause unnecessary confusion. The purpose of the question was not to obtain a precise demographic breakdown, but rather to arrive at a general overview of the communities served by the respondents.

TABLE 60  
TYPES OF COMMUNITIES SERVED BY PRINCIPALS IN THIS SURVEY

|                        | 1968  | 1975* | 1978  |
|------------------------|-------|-------|-------|
| Urban                  | 33.8% | 32.9% | 23.3% |
| Suburban               | 33.0  | 41.3  | 37.4  |
| Rural                  | 33.3  | 21.6  | 39.3  |
| Not in School District | xx    | 4.1   | xx    |

\*The 1975 data is from "Salaries, Contracts, and Tenure: A Research Report," *National Elementary Principal* 55 (November/December 1975): 9-11.

By comparing the findings from this study with those from earlier studies, we also hoped to uncover any changes or trends, and at first glance, our data seemed to indicate that we had found something. However, in viewing the information from all three studies, it is obvious that we have asked three different samples to respond to a set of undefined terms. The only valid conclusion we can reach, therefore, is that the distribution represents the judgments of three samples about the nature of the communities they serve.

Do you have in your school what you think is an outstanding program of special education for handicapped students?

During the past decade, education for handicapped youngsters has received increasing attention--attention that has, apparently, been fruitful. Almost 6 out of every 10 responding principals (59 percent) believe their schools have outstanding programs of special education for handicapped students. The percentage of affirmative replies exceeds 50 percent in nearly all cross-tabulations and reaches a high of 74 percent in the Rocky Mountains. The only group in which

the majority answered "no" is principals of schools enrolling fewer than 100 pupils. Even in those small schools, however, 36 percent feel they offer an outstanding program.

On the average, how many hours do you spend at school each week?

The typical principal in the sample reported spending 45 hours a week at school. The median number of hours is the same for almost all subgroups.

In contemporary America, 40 hours is considered a "normal" workweek, yet 80 percent of this sample spent more than 42 hours at work each week. If we assume that 48 or more hours per week is "service beyond normal expectation," then 4 in 10 of the respondents qualify for this distinction.

Although the median is constant, the distributions among the various categories show sharp contrasts.

TABLE 61  
AVERAGE NUMBER OF HOURS PER WEEK PRINCIPALS SPEND AT SCHOOL

|                                 | Less Than 30 | 30-35 | 36-41 | 42-47 | 48 or More |
|---------------------------------|--------------|-------|-------|-------|------------|
| 1968 Total                      | 0.5%         | 4.1%  | 22.6% | 39.4% | 35.5%      |
| 1978 Total                      | 0.1          | 1.7   | 17.8  | 39.9  | 40.5       |
| Men                             | 0.1          | 1.6   | 17.7  | 40.8  | 39.8       |
| Women                           | xx           | 1.8   | 18.6  | 36.1  | 43.6       |
| New England                     | xx           | 3.0   | 37.4  | 31.3  | 28.3       |
| Far West                        | xx           | 1.5   | 14.6  | 35.2  | 48.7       |
| B.A. Degree                     | xx           | 3.9   | 17.6  | 41.2  | 37.3       |
| Doctorate                       | xx           | 2.7   | 12.2  | 41.9  | 43.2       |
| Enrollment below 100            | xx           | 12.5  | 25.0  | 37.5  | 25.0       |
| Enrollment 700-999              | xx           | 1.1   | 14.7  | 35.0  | 49.2       |
| Less Than 5 Years of Experience | xx           | 1.5   | 12.3  | 38.6  | 47.6       |
| 15 or More Years of Experience  | xx           | 1.7   | 18.5  | 39.5  | 40.2       |

How many additional hours do you spend in school-related activities each week?

The principals in our sample report a median of five additional hours spent



on school-related activities per week. This median is unchanged from 1968.

In the present study, 65 percent reported that they spend less than 6 additional hours per week, and 94 percent reported less than 11. Of the total sample, 23 percent reported 9 or more hours spent in school-related activities. Among the group with low morale and the group who feel insecure in their jobs, almost one-third reported working 9 or more hours per week on school-related activities.

Which of the following best describes your responsibility for supervision and instructional improvement in your school?

This question was also included on the 1968 survey. In both surveys, we offered three brief statements about the principal's general responsibility for supervision and asked each respondent to select the one that best described his or her own situation. Table 62 summarizes the results.

TABLE 62  
RESPONSIBILITY OF THE PRINCIPAL FOR SUPERVISION

|                               | <u>1968</u> | <u>1978</u> |
|-------------------------------|-------------|-------------|
| I Have Primary Responsibility | 75.1%       | 86.2%       |
| I Am Partly Responsible       | 20.6        | 13.0        |
| I Have Little Responsibility  | 4.3         | 0.8         |

The results reveal very insignificant differences when analyzed by age, sex, or region. The only significant differences appear in the groups with only B.A. degrees and school enrollments of fewer than 100 pupils. Only 67 percent of these groups said they have primary responsibility for instructional supervision in their schools. This is probably due to the large number of teaching principals in these two categories.

Check the statement that best describes your authority over the selection of teachers for your school.

If a school staff is to work together as a team, it is not enough simply to

fill vacancies on the staff as they occur. Rather, the faculty must be carefully balanced in terms of teaching philosophies and subject matter expertise. The teaching staff is the single most important ingredient in determining the quality of the educational experiences children share in school. Since the principal is usually held responsible for the quality of those educational experiences, it would seem reasonable to expect that the principal must have an important role in selecting the school faculty. Few would advocate giving the principal exclusive staffing authority, but by the same token, the central office should not exercise unilateral control over the hiring and placement of teachers. A good program involves both the principal and the central office working cooperatively. The central office screens out applicants who do not meet the school district's standards, and the principal then chooses the qualified teacher who appears to best fill the needs of the individual school.

On the basis of this concept of cooperative selection, our questionnaire presented four choices and asked respondents to check the one that best described their role in teacher selection:

- (a) I have all the authority I need. The central office will not assign a teacher to my school over my objections. [Referred to in the text as "cooperative selection."]
- (b) I don't have as much authority as I would like but the central office does listen to me. In disagreements over personnel, I win more frequently than I lose. [Referred to in the text as "usually cooperative."]
- (c) I have some authority but not as much as I need. In disagreements over personnel, I lose more frequently than I win. [Referred to in the text as "seldom cooperative."]
- (d) I have little or no authority. Central office selects teachers and I take them. [Referred to in the text as "unilateral selection."]

In the sample as a whole, 43 percent reported that cooperative selection is used in their school districts, and another 37.7 percent reported that selection is "usually cooperative." Only 9.7 percent reported that selection is seldom cooperative in their school districts, and 9.6 percent said that the central office exercises unilateral selection. These responses show a strong movement toward cooperative selection in comparison to responses to a similar question 10 years ago. At that time well over a third of the principals

(38.5 percent) reported that they had nothing whatever to say about the assignment of teachers.

TABLE 63

THE ROLE OF THE PRINCIPAL IN SELECTING THE FACULTY

|                  | <u>Cooperative<br/>Selection</u> | <u>Usually<br/>Cooperative</u> | <u>Seldom<br/>Cooperative</u> | <u>Unilateral<br/>Selection</u> |
|------------------|----------------------------------|--------------------------------|-------------------------------|---------------------------------|
| Total Sample     | 43.0%                            | 37.7                           | 9.7%                          | 9.6%                            |
| Men              | 44.5                             | 36.6                           | 9.8                           | 9.0                             |
| Women            | 35.5                             | 42.8                           | 9.4                           | 12.4                            |
| Age 35 or Under  | 47.4                             | 37.2                           | 8.7                           | 6.6                             |
| Age 35-49        | 44.4                             | 38.3                           | 9.2                           | 8.1                             |
| Age 50 and Older | 39.6                             | 37.0                           | 10.8                          | 12.6                            |

If we assume that cooperative selection is the most desirable situation and unilateral selection the least desirable, then the men in the present study are in a better position regarding staff selection than are the women. Younger principals, moreover, appear to have more say in teacher selection than do older principals. Principals from the Plains region reported the highest percentage of cooperative programs (52.2 percent) and the lowest percentage of unilateral selection (5.4 percent), while their neighbors in the Great Lakes have the highest percentage of unilateral selection (15.5 percent). Urban principals reported only half as many cooperative selection programs as rural principals (27 percent versus 54 percent) and three times as many unilateral selection programs (18 percent versus 6 percent).

Principals who said their morale is low reported significantly more unilateral selection than did those with high morale--23 percent versus 8 percent, respectively--and less cooperative selection--17 percent versus 45 percent, respectively.

In systems where teachers negotiate, the contract frequently contains provisions regarding teacher assignment based on seniority. Hence, it is not

surprising to discover that principals in those systems have less say in staffing than principals in systems where teachers do not bargain collectively: 22 percent of the principals in systems with bargaining reported little or no say in teacher selection, as compared to only 13 percent in systems without bargaining.

What is your role in rating teachers in your school?

Teacher evaluation has been the subject of a good deal of controversy. Most commonly, it is accomplished through the use of a staff rating form. These instruments vary widely in detail and usefulness, as well as in their effect on the teacher's subsequent performance, status, and salary. In the present state of the art, there is no consensus on a number of important questions: How often should teachers be evaluated? What type of evaluation instrument should be used? How can one assure the competency of the evaluator? And finally, what is the purpose of the process?

Because evaluating the work of the classroom teachers in the school has traditionally been considered a major part of the principal's responsibility, NAESP has been vitally concerned with these questions. Through a survey such as the present one, however, we cannot adequately address such complex issues as the purpose and philosophy of staff evaluation. Instead, our intent was to discover if teachers are, in fact, rated by their principals and, if so, how often. We also sought to discover any differences between the evaluation of beginning teachers and experienced ones. The data on these points are summarized in Table 64.

Women principals, according to our data, are slightly less likely than men principals to formally evaluate either beginning or experienced teachers. The absence of formal ratings for all teachers was most frequent in the Rocky Mountains (11 percent for beginning teachers, 12 percent for experienced teachers). In the Far West only 2 percent of the principals reported no formal rating for either group. Formal ratings increase as one moves from rural to suburban to urban systems, but the rates of increase are not statistically significant.

Since 1968 the percentage of principals who rate the teachers in their school has increased, as Table 65 shows.



TABLE 64

THE PRINCIPAL'S ROLE IN RATING TEACHERS

| <u>Principal's Role</u>                     | <u>Beginning Teachers</u> | <u>Experienced Teachers</u> |
|---------------------------------------------|---------------------------|-----------------------------|
| No Formal Rating                            | 6.0%                      | 6.9%                        |
| Detailed Rating of Teacher Characteristics: |                           |                             |
| Annually                                    | 80.0                      | 50.3                        |
| Every Few Years                             | 0.8                       | 20.3                        |
| General Rating of Teacher Performance:      |                           |                             |
| Annually                                    | 65.3                      | 45.6                        |
| Every Few Years                             | 1.0                       | 15.5                        |
| No Response                                 | 3.1                       | 11.4                        |

TABLE 65

THE PRINCIPAL'S ROLE IN RATING TEACHERS, 1968-78

| <u>Principal's Role</u> | <u>Beginning Teachers</u> |             | <u>Experienced Teachers</u> |             |
|-------------------------|---------------------------|-------------|-----------------------------|-------------|
|                         | <u>1968</u>               | <u>1978</u> | <u>1968</u>                 | <u>1978</u> |
| No Formal Rating        | 22.1%                     | 6.0%        | 34.0%                       | 6.9%        |
| Detailed Rating:        |                           |             |                             |             |
| Annually                | 59.9                      | 80.0        | 37.1                        | 50.3        |
| Every Few Years         | 1.2                       | 0.8         | 8.7                         | 20.3        |
| General Rating:         |                           |             |                             |             |
| Annually                | 47.2                      | 65.3        | 37.1                        | 45.6        |
| Every Few Years         | 0.7                       | 1.0         | 6.9                         | 15.5        |

During the current school year, are any of your pupils being bused to achieve or maintain racial balance?

Only a little over one-tenth of the principals in this sample reported that some pupils in their schools are being bused to achieve or maintain racial balance. The figure for the total sample--11.3 percent--is almost double in the Southeast, where better than one in five principals has pupils being bused. (See Table 66)

As might be expected, principals in urban settings are far more likely to be involved in a busing plan (28 percent) than are suburban (10 percent) or rural (2 percent) principals. There are no other significant differences in the responses to this question by the various subgroups.

Does busing result in a better education for pupils?

The 11.3 percent of the total sample who have some pupils in their schools being bused to achieve or maintain racial balance were asked to respond to two additional questions: (1) Is the result of busing a better education for those being bused? and (2) Is the result of busing a better education for those not being bused? More than half of the principals involved feel that busing results in better education for those being bused, and over one-fifth of them believe it is also good for those who are not being bused. (See Table 67)

TABLE 66  
PRINCIPALS INVOLVED IN BUSING TO ACHIEVE RACIAL BALANCE

|                                        | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|----------------------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
|                                        | 11.3%        | 7.5%      | 12.1%     | 21.5%     | 8.8%      | 7.2%     | 8.6%      | 2.7%      | 9.7%      |
| Percentage of<br>Pupils Being<br>Bused |              |           |           |           |           |          |           |           |           |
| 1-5                                    | 13           | 8         | 12        | 6         | 25        | 16       | xx        | xx        | 20        |
| 6-10                                   | 21           | 13        | 13        | 9         | 16        | 31       | 27        | 50        | 35        |
| 11-15                                  | 9            | 38        | 33        | 10        | 6         | xx       | xx        | xx        | 10        |
| 16-20                                  | 11           | 25        | 10        | 13        | 9         | 8        | 13        | xx        | xx        |
| 21-25                                  | 4            | xx        | 17        | 6         | 6         | xx       | 9         | xx        | xx        |
| 26-30                                  | 9            | xx        | xx        | 13        | 10        | 8        | 9         | xx        | 10        |
| 31-40                                  | 9            | xx        | 3         | 12        | 13        | xx       | 18        | 50        | 5         |
| 40 or above                            | 6            | 13        | xx        | 9         | 3         | 15       | xx        | xx        | 5         |
| No Percentage<br>Given                 | 18           | 3         | 12        | 22        | 12        | 22       | 19        | xx        | 15        |

TABLE 67

DOES BUSING FOR RACIAL BALANCE RESULT IN BETTER EDUCATION?

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|                           | <u>Yes</u> | <u>No</u> | <u>No Difference</u> |
|---------------------------|------------|-----------|----------------------|
| For Those Being Bused     | 53.4%      | 21.9%     | 24.7%                |
| For Those Not Being Bused | 22.9       | 40.0      | 37.1                 |

---

The principals in the Southeast, who are most involved in busing, have the least confidence in the educational results of the practice. In response to the question, "Does busing result in a better education for those being bused?" 40 percent of the Southeastern principals said "yes," 29 percent said "no," and 29 percent said "no difference." By contrast, in the Far West, where 10 percent of the principals are involved in busing, 80 percent said "yes," 15 percent said "no," and 5 percent said "no difference."

When the principals are from urban settings, the percentage who feel that busing improves education increases. Half of those principals believe busing does result in better education; one-fourth disagree; and one-fourth say it has no effect one way or the other.

## CHAPTER 5

### THE PRINCIPAL'S ROLE WITHIN THE SCHOOL SYSTEM

The typical principal works in a school district with a total enrollment of 5,000 students. He feels that he has been given enough authority to deal with the responsibilities placed on him and that he has "some" influence on decisions about elementary education in the district. He is not sure he approves of rotating principals from school to school, but that uncertainty is probably the result of our not adequately defining "rotation policy" on the questionnaire.

The school district has an administrative team, which the principal believes has strengthened the system. He feels that, on the whole, principals in the district have a good relationship with the school board and an even better relationship with the superintendent.

The principal is formally evaluated once a year, and he has the right to respond after the evaluation. He is sometimes commended by the superintendent or other central office personnel for something he has done as a principal, but such pats on the back are not frequent.

#### What is your school district's enrollment?

The total enrollment of the school districts in which the respondents work ranges from 500 students to about three-quarters of a million. The mean school district enrollment is 17,190, and the median, which ranges from 2,188 in the Plains to 9,444 in the Southeast, is 5,000. The mean, median, and range of school district enrollment are all higher for female than for male principals. (See Table 68)

#### In general, is the authority to run your school given to you by the school board and central administration in balance with the degree to which they hold you responsible if things go wrong?

Eight out of ten respondents feel that they have authority commensurate with



their responsibilities. This feeling declines with age, however, and is slightly higher for male principals.

TABLE 68  
SCHOOL DISTRICT ENROLLMENT BY SEX OF PRINCIPAL

|       | Mean   | Median | Range |         |
|-------|--------|--------|-------|---------|
|       |        |        | Low   | High    |
| Women | 25,351 | 7,000  | 500   | 722,145 |
| Men   | 15,672 | 4,600  | 500   | 600,000 |

TABLE 69  
IS AUTHORITY COMMENSURATE WITH RESPONSIBILITY?

|     | Total | Age of Principal |       |             | Men | Women |
|-----|-------|------------------|-------|-------------|-----|-------|
|     |       | Under 35         | 35-49 | 50 or older |     |       |
| Yes | 80%   | 84%              | 81%   | 76%         | 81% | 76%   |
| No  | 20    | 16               | 19    | 24          | 19  | 24    |

Affirmative responses to this question range from 90 percent in the Southwest to 74 percent in the Mideast. As in the following question, which asks about the principal's influence on elementary education, negative responses increase with the academic preparation of the respondent. Principals with doctorates answered "no" twice as often as those with only bachelor's degrees--35 percent versus 17 percent, respectively. More than half of the principals with low morale and concerns about job security also answered "no." That is more than three times as often as their counterparts with high morale and high job security. And twice as many urban principals as rural principals--29 percent versus 14 percent--believe their authority is not commensurate with their responsibilities.

How much influence do you think you have on the school district decisions that affect elementary schools and elementary education?

Because most superintendents and central office administrators come from

secondary school positions, they might be expected to rely heavily on elementary school principals to help make decisions about elementary education, and that appears to be the case in more than one-fourth of the schools in the survey. Another half of the group indicated that they have "some" influence on district decisions.

More younger principals than older ones, and more men than women, consider themselves influential in terms of district policies affecting the elementary school.

TABLE 70  
PRINCIPALS' PERCEPTIONS OF THEIR INFLUENCE ON DECISIONS  
ABOUT ELEMENTARY EDUCATION

|                  | Total | Age of Principal |       |             | Men   | Women |
|------------------|-------|------------------|-------|-------------|-------|-------|
|                  |       | Under 35         | 35-49 | 50 or older |       |       |
| Much Influence   | 27.7% | 36.1%            | 30.4% | 21.0%       | 29.7% | 18.5% |
| Some Influence   | 49.8  | 46.2             | 49.0  | 52.2        | 49.0  | 53.6  |
| Little Influence | 19.7  | 16.2             | 18.2  | 23.0        | 18.8  | 24.2  |
| No Influence     | 2.8   | 1.5              | 2.4   | 3.8         | 2.6   | 3.6   |

The regional distribution of responses is similar to the national picture--except for the Rocky Mountains, where 89 percent of the sample say they have some or much influence on educational decisions at the elementary school level, and the Southeast, where 32 percent say they have little or no influence.

The degrees the principal holds and the kind of community in which his or her school is located appear to have some bearing on the principal's perception of influence within the system. Paradoxically, belief in one's own influence declines as academic preparation increases, and rural principals feel more positive about their influence than do their urban colleagues. (See Table 71)

Although only about one-fifth of the total sample said they have little or no influence on decisions about elementary education in their school district, the percentage rises to 37 percent for principals who are concerned about job security

and jumps to 58 percent for principals with low morale.

Whether a school system has collective bargaining or not does not influence the responses to this question.

TABLE 71  
FEELINGS ABOUT INFLUENCE BY DEGREES AND COMMUNITY TYPE

|                  | Highest Degree Held |      |                      |           | Community Type |          |       |
|------------------|---------------------|------|----------------------|-----------|----------------|----------|-------|
|                  | B.A.                | M.A. | Six-Year Certificate | Doctorate | Rural          | Suburban | Urban |
| Much Influence   | 33%                 | 29%  | 24%                  | 22%       | 42%            | 24%      | 9%    |
| Some Influence   | 44                  | 50   | 52                   | 46        | 44             | 53       | 55    |
| Little Influence | 21                  | 18   | 22                   | 28        | 13             | 21       | 29    |
| No Influence     | 2                   | 3    | 2                    | 4         | 1              | 2        | 7     |

What do you think of the idea of rotating elementary school principals from one school to another every so many years?

Principals across the country are pretty evenly divided on the merits of rotating principals from school to school. Of the total sample, 35 percent think it's a good idea; 30 percent think it's a bad idea; and 35 percent aren't sure.

On this question, under 35 is the age of uncertainty: 42 percent of that age group are not sure about the value of rotating principals. A slightly higher percentage of principals aged 35 to 49 approve of the idea (37 percent) than do those 50 years old or older (33 percent).

Over a third of both male and female principals (35 percent) consider rotation effective, but a slightly higher percentage of women than men are uncertain--39 versus 35 percent, respectively.

In the Rocky Mountains and Far West, more than half of the principals think that rotation of principals is a good idea--52 percent and 55 percent, respectively.

In the Southeast only 23 percent agree that it's a good idea, but 41 percent of that group are not sure.

Only one-fifth of the principals with a bachelor's degree approve of rotation, as compared to almost half (48 percent) of those with doctorates. The same difference of opinion can be seen between principals in different types of communities. Among urban principals, 45 percent approve of the practice, as compared with only 25 percent of their rural counterparts.

Unfortunately, our question did not distinguish between the two common policies for rotation of principals. Some school districts rotate all principals after a specified number of years in one school. Other systems move principals around on the basis of need, matching, as far as possible, a particular principal's leadership style with a school whose strengths and weaknesses mesh with that style. If the question had specified this distinction, the results would probably have been more valuable. Without further research, however, we do not know which of these patterns a respondent had in mind when answering this question. It is likely that the 35 percent who said they were undecided were really saying, "I'm not sure which practice you mean."

#### The Administrative Team

All of the major national associations of educational administrators, as well as the National School Boards Association, have endorsed the model of shared decision making that is embodied in the administrative team. A series of questions on the 1978 survey sought to determine whether the administrative team is merely a concept or a real structure that is used productively in local school districts.

Over two-thirds of the principals in this study (68 percent) reported that they work in a school district that uses some sort of administrative team arrangement for "bringing administrative and supervisory personnel together for purposes of interaction, consultation, and decision making." Table 72 shows the percentage of districts in each region that have an administrative team.



TABLE 72

DOES YOUR SCHOOL SYSTEM HAVE AN ADMINISTRATIVE TEAM?

|            | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Yes        | 68%          | 66%       | 67%       | 58%       | 71%       | 69%      | 62%       | 77%       | 83%       |
| No         | 29           | 32        | 30        | 37        | 26        | 27       | 35        | 20        | 16        |
| Don't Know | 3            | 2         | 3         | 5         | 3         | 4        | 3         | 3         | 1         |

When we asked principals how their district's team operates and what their place in it is (if any), some interesting trends emerged.

An impressive number of the respondents from districts with administrative teams are involved in the team's operations. To our question, "Are you personally a member of your school district's administrative team?" 72 percent replied, "Yes, we are real members." Another 14 percent said, "Yes, but in name only," and 14 percent said they are not included in the team. (See Table 73)

It appears that the Far West, where the administrative team is most common, also has the highest percentage of principals serving "in name only." In the Southwest, on the other hand, the administrative team is not as widespread, but where it exists, elementary school principals are much more likely to be meaningfully involved in the team.

Other questions about the administrative team asked in what areas the team functions and whether it has strengthened the school system. The responses show that 9 out of 10 principals consider issues in curriculum and instruction to be in the realm of the administrative team's responsibilities. Moreover, the team deals with labor-management problems in almost three-quarters (74 percent) of the school districts where the teachers have collective bargaining rights.

Overall, 74 percent of the responding principals in districts with administrative teams believe that the team has strengthened the administration of their school system. The team concept was rated as less effective, however, by three

possibly overlapping categories of principals: (1) those whose morale is bad or very bad; (2) those who feel somewhat or very insecure in their present principalship; and (3) those who have little or no influence on district decisions that affect their schools. (See Table 74)

TABLE 73  
THE ROLE OF ELEMENTARY SCHOOL PRINCIPALS ON ADMINISTRATIVE TEAMS

|                                              | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|----------------------------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Are Elementary Principals Included in Team?* |              |           |           |           |           |          |           |           |           |
| In Meaningful Way                            | 82%          | 85%       | 85%       | 81%       | 79%       | 85%      | 90%       | 81%       | 78%       |
| In Name Only                                 | 15           | 12        | 13        | 12        | 19        | 10       | 6         | 16        | 21        |
| Not Included                                 | 2            | 3         | 2         | 4         | 2         | 5        | 3         | xx        | 1         |
| Don't Know                                   | 1            | xx        | xx        | 3         | xx        | xx       | 1         | 3         | xx        |
| Are You a Member of the Team?*               |              |           |           |           |           |          |           |           |           |
| Yes, Real Member                             | 72           | 82        | 77        | 63        | 72        | 80       | 72        | 75        | 67        |
| Yes, Name Only                               | 14           | 13        | 12        | 11        | 16        | 10       | 9         | 18        | 20        |
| Not Included                                 | 14           | 5         | 11        | 26        | 12        | 10       | 19        | 7         | 13        |

\*Answered only by those whose school district uses the administrative team.

Elementary school principals in general--as opposed to the respondents themselves--are included in a "meaningful way" in 82 percent of the districts' administrative teams. They are included in name only in 15 percent of the teams and not included at all in only 2 percent. Again, and not surprisingly, principals whose morale is low and who have little decision-making power are much less likely to work in districts where elementary school principals are included on the team in a meaningful way. The same appears to be true of principals who are themselves members of their school district's administrative team.

What sort of principal is likely to be a full participating member of the administrative team? A number of characteristics stand out:

- He is likely to be 35 years old or younger (83 percent, as opposed to

TABLE 74

THE INCLUSION OF PRINCIPALS ON THE ADMINISTRATIVE TEAM AND  
THEIR PERCEPTION OF THE TEAM'S EFFECTIVENESS\*

|                                          | Total | Excellent/<br>Good<br>Morale | Bad/<br>Very Bad<br>Morale | Very/<br>Fairly<br>Secure | Somewhat/<br>Very<br>Insecure | Much/Some<br>Influence<br>on Decisions | Little/No<br>Influence<br>on Decisions |
|------------------------------------------|-------|------------------------------|----------------------------|---------------------------|-------------------------------|----------------------------------------|----------------------------------------|
| Principals Included<br>in Meaningful Way | 82.1% | 83.4%                        | 56.9%                      | 82.6%                     | 66.7%                         | 87.5%                                  | 56.3%                                  |
| Principals Included<br>in Name Only      | 14.6  | 13.4                         | 41.2                       | 14.1                      | 33.3                          | 9.7                                    | 38.5                                   |
| Principals Not<br>Included               | 2.2   | 2.3                          | 2.0                        | 2.3                       | xx                            | 2.0                                    | 3.6                                    |
| Personally Included<br>in Meaningful Way | 72.2  | 72.9                         | 56.0                       | 72.6                      | 66.7                          | 79.5                                   | 36.3                                   |
| Personally Included<br>in Name Only      | 13.7  | 12.6                         | 36.0                       | 13.5                      | 23.3                          | 9.9                                    | 32.6                                   |
| Personally Not<br>Included               | 14.1  | 14.5                         | 8.0                        | 13.9                      | 10.0                          | 10.6                                   | 31.1                                   |
| Team Has<br>Strengthened<br>District     | 73.7  | 75.2                         | 50.0                       | 74.6                      | 50.0                          | 78.0                                   | 52.3                                   |
| Team Has Not<br>Strengthened<br>District | 15.9  | 14.6                         | 38.5                       | 15.1                      | 40.0                          | 12.4                                   | 33.2                                   |

\*"Don't Know" responses not included in this tabulation.

67 percent of principals 50 and older).

- He is likely to be a man (75 percent, as opposed to 61 percent of women).
- He is likely to be principal of a small school (79 percent are in schools with a student body of 100 or less, compared with 63 percent in schools of 1,000 or more).
- His school is likely to be located in a rural community (86 percent versus 69 percent for suburban schools and only 56 percent for urban schools).
- His school is more likely to be in New England than any of the other geographic regions (82 percent for New England school districts, with percentages ranging down to 63 percent in the Southeast).

How would you describe the current relationship between the superintendent and the majority of elementary school principals in your school district?

The relationship between elementary school principals and their superintendents is considered very good or good by 86 percent of the principals in this survey. The responses showed no notable differences when analyzed by age, sex, or experience. Some interesting deviations from the norm did show up, however, in certain categories, as shown in Table 75.

TABLE 75  
CURRENT RELATIONSHIP BETWEEN SUPERINTENDENT AND  
ELEMENTARY SCHOOL PRINCIPALS

|           | Total | South-<br>west | Far<br>West | Doctorate | Morale<br>Bad/<br>Very Bad | Job<br>Somewhat<br>or Very<br>Insecure | Little or No<br>Influence<br>on Decisions |
|-----------|-------|----------------|-------------|-----------|----------------------------|----------------------------------------|-------------------------------------------|
| Very Good | 40.5% | 51.9%          | 35.3%       | 24.4%     | 13.1%                      | 15.2%                                  | 17.6%                                     |
| Good      | 45.4  | 43.0           | 44.8        | 50.0      | 28.3                       | 41.3                                   | 51.4                                      |
| Poor      | 11.2  | 4.4            | 17.4        | 19.5      | 44.4                       | 34.8                                   | 24.6                                      |
| Very Poor | 2.9   | 0.7            | 2.5         | 6.1       | 14.1                       | 14.1                                   | 6.5                                       |

How would you describe the current relationship between the school board and the majority of elementary school principals in your school district?

More than half the elementary school principals responding indicate that they and their colleagues enjoy a good relationship with their school boards.



In fact, nearly one-third said the relationship is very good. Nonetheless, the relationship is not as strong between principals and the school boards as it is between principals and superintendents.

TABLE 76  
RELATIONSHIP BETWEEN PRINCIPALS AND BOARDS/SUPERINTENDENTS

|                 | <u>Very Good</u> | <u>Good</u> | <u>Poor</u> | <u>Very Poor</u> |
|-----------------|------------------|-------------|-------------|------------------|
| Superintendents | 40.5%            | 45.4%       | 11.2%       | 2.9%             |
| School Boards   | 30.1             | 52.3        | 14.7        | 2.9              |

The respondent's age and sex do not appear to affect the principal-board relationship, but other variables do, as shown in Tables 77 and 78.

TABLE 77  
CATEGORIES IN WHICH VERY GOOD AND GOOD RELATIONSHIPS  
EXIST BETWEEN PRINCIPALS AND SCHOOL BOARDS

|           | <u>Total</u> | <u>Plains</u> | <u>South-<br/>west</u> | <u>Rocky<br/>Mts.</u> | <u>Enrollment<br/>Below<br/>100 Pupils</u> | <u>Rural<br/>Community</u> | <u>No Collective<br/>Bargaining<br/>by Teachers</u> |
|-----------|--------------|---------------|------------------------|-----------------------|--------------------------------------------|----------------------------|-----------------------------------------------------|
| Very Good | 30.1%        | 34.0%         | 44.4%                  | 43.2%                 | 39.3%                                      | 39.8%                      | 38.5%                                               |
| Good      | 52.3         | 55.7          | 46.7                   | 43.2                  | 53.6                                       | 49.5                       | 49.9                                                |

TABLE 78  
CATEGORIES IN WHICH POOR OR VERY POOR RELATIONSHIPS  
EXIST BETWEEN PRINCIPALS AND SCHOOL BOARDS

|           | <u>Total</u> | <u>New<br/>England</u> | <u>Mid-<br/>east</u> | <u>Far<br/>West</u> | <u>Doctorate</u> | <u>Urban<br/>Community</u> | <u>Bad or<br/>Very Bad<br/>Morale</u> | <u>Job<br/>Insecure<br/>or Very<br/>Insecure</u> |
|-----------|--------------|------------------------|----------------------|---------------------|------------------|----------------------------|---------------------------------------|--------------------------------------------------|
| Poor      | 14.7%        | 20.2%                  | 19.7%                | 18.0%               | 19.5%            | 21.5%                      | 42.9%                                 | 41.3%                                            |
| Very Poor | 2.9          | 1.0                    | 5.3                  | 2.9                 | 7.3              | 3.8                        | 17.3                                  | 13.0                                             |

How often are you formally evaluated as a principal?

More than half of the principals in this survey indicate that they are formally evaluated each year. At the other end of the spectrum, better than one in five said they are rarely or never given a formal evaluation. A total of 78 percent responded that they are formally evaluated at some time, however,

TABLE 79  
FORMAL EVALUATIONS OF PRINCIPALS

|                         |     |
|-------------------------|-----|
| More Than Once a Year   | 12% |
| Once a Year             | 56  |
| Once Every 2 or 3 Years | 10  |
| Rarely or Not at All    | 22  |

In the Far West and Southwest, three-fourths of the respondents undergo annual or even more frequent evaluations of their work as principals. However, better than one-fourth of the principals in the New England, Mideast, Southeast, Plains, and Rocky Mountain regions indicated that they are rarely or never formally evaluated. The same is true of one-third of the principals in rural schools.

Who usually participates in this formal evaluation?

A wide variety of people participate in formal evaluations of building administrators. Chief among them is the superintendent, who is either the only evaluator or one of the evaluators for 63 percent of the responding principals. About one-fifth of the principals participate in their own evaluation as well. Table 80 lists the people involved in formal evaluations and the subgroups in which each answer appeared most frequently. Because more than one person is likely to take part in an evaluation, the totals exceed 100 percent.

Almost all (96 percent) of those principals who are evaluated formally report that they have the right to respond to their supervisor after the evaluation.

TABLE 80

PARTICIPANTS IN PRINCIPAL'S EVALUATION

| Participants                   | Total Sample | Subgroup in Which Participation Is Highest |     |
|--------------------------------|--------------|--------------------------------------------|-----|
| Superintendent                 | 62.8%        | Rural                                      | 80% |
| Assistant Superintendent       | 34.0         | Suburban                                   | 44  |
| Other Central Office Personnel | 25.5         | Urban                                      | 39  |
| Self                           | 19.4         | Doctorate                                  | 26  |
| Teachers                       | 9.5          | Less than 100 Enrollment                   | 17  |
| Others                         | 7.2          | Rocky Mountains                            | 14  |
| Parents                        | 2.0          | More Than 1,000 Enrollment                 | 4   |
| Students                       | 1.3          | Less Than 100 Enrollment                   | 4   |

How frequently are you commended (in writing or by personal comment) by the superintendent or other central office administrator for something you have done as a principal?

Recognition rates high on the list of factors that contribute to job satisfaction. A pat on the back, a public acknowledgment, or a sign of approval from a superior can increase morale and productivity. Yet only one in eight principals receives this kind of reward frequently. (See Figure 10)

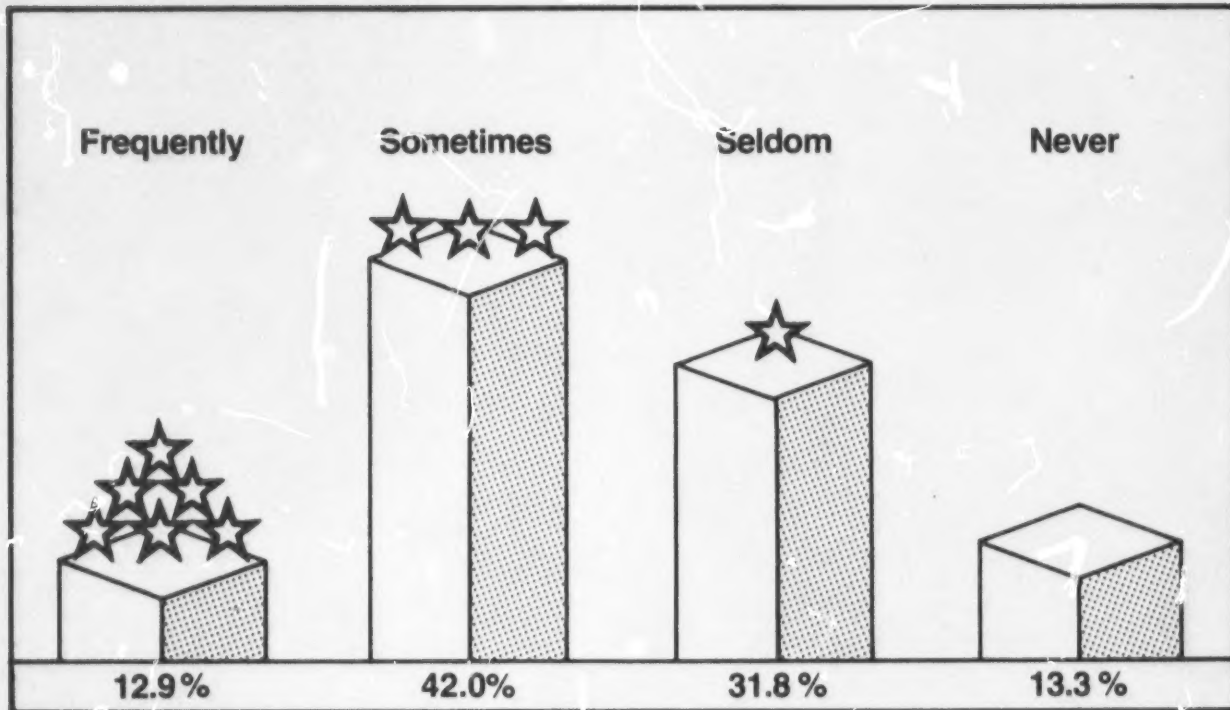
A larger percentage of female principals (16 percent) are commended than male principals (12 percent). At the same time, however, 17 percent of the women are never commended at all, as opposed to only 13 percent of the men.

Nearly twice as many New England as Rocky Mountain principals reported frequent commendations (19 percent versus 10 percent). The reverse is true in the Mideast and the Plains, where 18 percent and 10 percent, respectively, reported a total absence of commendations.

Not surprisingly, only 2 percent of the principals with low morale report being commended frequently, while 27 percent said they are never saluted. The percentages are similar for those who feel insecure in their jobs: only 2 percent are frequently commended, but 21 percent never are.

FIGURE 10

Frequency of Commendation





## CHAPTER 6

### THE PRINCIPAL AND COLLECTIVE BARGAINING

Although he does not bargain for his own contract, the typical principal works with teachers who have a collectively negotiated contract.

The typical principal feels that teacher bargaining has probably had a bad effect on the quality of education, but he is less positive about the effects of principal bargaining in that respect. He definitely feels that collective bargaining by educators has adversely affected public opinion.

If the principal is from New England, he is probably covered by a contract that was negotiated separately from the teachers' contract. If he is from the Southeast or Southwest, the odds of his having a negotiated contract at all are very slim. If he is from the Rocky Mountains and has a negotiated contract, it was probably a part of the same agreement the teachers secured.

While the typical principal has not experienced a teachers' strike himself, one in five of his colleagues nationwide has done so. Of that group, about half feel that the strike was not justified. One-half also believe that the strike had a detrimental effect on relationships among teachers, and almost as many report that it had a similarly negative effect on relationships between the teachers and the principal.

#### Are teachers in your school system covered by a collectively negotiated contract?

More than two-thirds of the principals in this study work with teachers who have a collectively negotiated contract, but the percentage varies widely from region to region. (See Table 81)

Only slightly more than half of the principals in rural communities work with teachers who are covered by negotiated contracts (56 percent), while principals in both suburban (79 percent) and urban communities (73 percent) exceed the

national norm in this regard. A higher percentage of NAESP members than non-members work with teachers who negotiate their own contracts--73 percent versus 64 percent, respectively.

TABLE 81  
PRINCIPALS WORKING WITH TEACHERS WHO NEGOTIATE CONTRACTS

|                                    | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|------------------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Teachers Negotiate Contract        | 68%          | 84%       | 96%       | 19%       | 89%       | 67%      | 17%       | 70%       | 95%       |
| Teachers Do Not Negotiate Contract | 31           | 6         | 4         | 79        | 11        | 31       | 77        | 26        | 5         |
| Don't Know                         | 1            | xx        | xx        | 2         | xx        | 2        | 6         | 4         | xx        |

While there are no significant differences on the responses to this question when analyzed by age, sex, or experience, there does appear to be a correlation between teacher bargaining and the principal's morale and sense of job security. Substantially more principals who report having low morale work with teachers who have negotiated contracts--84 percent, as compared to 67 percent of the principals with high morale. The percentage difference between those with low job security and those with high job security is almost the same: 83 percent and 68 percent, respectively.

In your opinion, is collective bargaining by teachers having a good or bad effect on the quality of public education?

Ideally, every school policy, practice, and procedure should ultimately result in better educational opportunities for students. Arguments are advanced for higher salaries for educators, lower class size, better facilities, and almost everything in the enterprise on the basis that "it will improve education." Collective bargaining is a case in point.

Does collective bargaining by teachers have a good effect on the quality of education? If we asked that question of a representative panel of 10 principals

from our sample, the responses would be as follows: One principal would say, "Good effect"; four would say, "Bad effect"; three would say, "Little if any effect"; and two would reply, "I don't know."

The responses from the panel would not be affected by the age, sex, or experience of the respondents but would vary depending on which section of the country the panelist was from. In the Southwest and Far West, for example, it would be difficult to find a spokesman to argue that teacher bargaining produced better education. In the Southwest, which has the lowest percentage of school districts with teacher bargaining, more than half of the principals are convinced that it has a bad effect. On the other hand, in the three areas in which at least 9 out of 10 principals live with teacher bargaining, better than one-third of the respondents say, "It has little if any effect." The actual percentages are shown in Table 82.

TABLE 82  
EFFECT OF TEACHER NEGOTIATIONS ON QUALITY OF EDUCATION

|                      | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|----------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Good Effect          | 10.5%        | 16%       | 16%       | 8%        | 13%       | 9%       | 3%        | 14%       | 4%        |
| Little if Any Effect | 30.1         | 36        | 35        | 23        | 32        | 28       | 21        | 21        | 41        |
| Bad Effect           | 42.9         | 38        | 41        | 41        | 40        | 44       | 55        | 54        | 45        |
| Don't Know           | 16.5         | 10        | 8         | 28        | 15        | 19       | 22        | 11        | 10        |

Are principals in your school district covered by a collectively negotiated contract?

Slightly more than 1 in 5 principals are covered by a collectively negotiated contract, as compared to almost 7 in 10 teachers. More than half of the principals in New England and almost half of the principals in the Mideast states are covered by negotiated contracts, but no other regions exceed the national norm of 22 percent. As in the case of teacher bargaining, differences are regional. There are no significant differences when analyzed by other categories.

The 22 percent of respondents who work under collectively negotiated contracts

were asked if they have a separate agreement or the same agreement as the teachers. Almost three-fourths indicated that they have a separate agreement. Again, however, regional variations showed up. In the Southeast and Southwest, more than 7 in 10 principals are covered by the same agreement as the teachers, while in the Plains and Far West, it is only about 1 in 20.

TABLE 83  
PRINCIPALS COVERED BY A COLLECTIVELY NEGOTIATED CONTRACT

|                                      | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|--------------------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Principals Negotiate Contract        | 22.0%        | 58%       | 47%       | 5%        | 21%       | 15%      | 7%        | 18%       | 20%       |
| Principals Do Not Negotiate Contract | 76.5         | 42        | 53        | 94        | 79        | 81       | 90        | 78        | 78        |
| Don't Know                           | 1.5          | xx        | xx        | 1         | xx        | 4        | 3         | 4         | 2         |

TABLE 84  
NATURE OF COLLECTIVELY NEGOTIATED CONTRACTS FOR PRINCIPALS

|                            | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|----------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Same Agreement as Teachers | 26.2%        | 32%       | 22%       | 71%       | 22%       | 11%      | 78%       | 58%       | 10%       |
| Separate Agreement         | 73.2         | 68        | 78        | 25        | 78        | 89       | 22        | 42        | 90        |
| Don't Know                 | 0.6          | xx        | xx        | 6         | xx        | xx       | xx        | xx        | xx        |

What, in your opinion, has been the effect of collective bargaining by principals on the salary and welfare of principals?

Almost the same percentage of principals who are engaged in collective bargaining feel that it has a good effect on their salaries and welfare. Of the total sample, 22 percent of the principals are covered by collectively negotiated contracts and 23 percent say it has a good effect on their welfare. (See Table 85)

From a regional perspective, those who have collective bargaining value it



most highly. Conversely, in regions where principal bargaining is least common, a higher percentage of respondents tend to think it would have a bad effect on the salaries and welfare of principals. (See Table 86)

TABLE 85  
EFFECTS OF COLLECTIVE BARGAINING BY PRINCIPALS ON SALARY AND WELFARE\*

|                            | <u>Good Effect</u> | <u>Bad Effect</u> | <u>Little if Any Effect</u> | <u>Don't Know</u> |
|----------------------------|--------------------|-------------------|-----------------------------|-------------------|
| Total                      | 22.8%              | 5.5%              | 29.3%                       | 42.4%             |
| Same Agreement as Teachers | 26.1               | 7.6               | 39.1                        | 27.2              |
| Separate Agreement         | 54.6               | 2.7               | 35.1                        | 7.6               |
| No Collective Bargaining   | 16.0               | 6.0               | 27.2                        | 50.8              |

\*Except for top line, table includes opinions of entire sample--not just those who have collective bargaining.

TABLE 86  
EFFECTS OF COLLECTIVE BARGAINING ON SALARIES OF PRINCIPALS BY REGIONS\*

|                                           | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|-------------------------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Principals Who Have Collective Bargaining | 22.0%        | 58%       | 47%       | 5%        | 21%       | 15%      | 7%        | 18%       | 20%       |
| Good Effect                               | 22.8         | 37        | 36        | 14        | 26        | 26       | 10        | 20        | 15        |
| Bad Effect                                | 5.5          | 3         | 4         | 10        | 2         | 7        | 10        | 10        | 2         |
| Little if Any Effect                      | 29.3         | 30        | 35        | 29        | 27        | 26       | 32        | 30        | 30        |
| Don't Know                                | 42.4         | 30        | 25        | 47        | 45        | 41       | 48        | 40        | 53        |

\*Except for top line, table includes opinions of entire sample--not just those who have collective bargaining.

In your opinion, is collective bargaining by principals having a good or bad effect on the quality of public education?

The opinions of the respondents about the effects of principal bargaining

on the quality of education vary somewhat from their opinions about the effects of teacher bargaining. Given the same choices as they had in the question on teacher bargaining, a smaller percentage saw bargaining by principals as good, bad, or indifferent, but almost half begged the question and said they didn't know what effect it would have on education.

TABLE 87  
EFFECTS OF COLLECTIVE BARGAINING ON THE QUALITY OF EDUCATION

|               | <u>Good Effect</u> | <u>Bad Effect</u> | <u>Little if Any Effect</u> | <u>Don't Know</u> |
|---------------|--------------------|-------------------|-----------------------------|-------------------|
| By Teachers   | 10.5%              | 42.9%             | 30.1%                       | 16.5%             |
| By Principals | 8.9                | 16.2              | 28.9                        | 46.0              |

What effect is collective bargaining in public education having on public opinion generally?

One of the major arguments against collective bargaining by educators is that it lowers the public's opinion of education. This belief is shared by more than three-fifths of our sample of principals. One in five believes that collective bargaining by educators has little if any effect on public opinion. In all areas of the country, more than half the sample feel that collective bargaining has an adverse effect on public opinion.

TABLE 88  
EFFECTS OF COLLECTIVE BARGAINING ON PUBLIC OPINION

|                      | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|----------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Good Effect          | 3.3%         | 8%        | 4%        | 4%        | 3%        | 4%       | 2%        | 3%        | 1%        |
| Bad Effect           | 62.0         | 61        | 64        | 54        | 63        | 60       | 60        | 62        | 72        |
| Little if Any Effect | 20.3         | 21        | 21        | 18        | 22        | 23       | 18        | 22        | 19        |
| Don't Know           | 14.4         | 10        | 11        | 24        | 12        | 13       | 20        | 13        | 8         |

There are no significant differences of opinion on this question in the analysis by subgroups.

Have you personally been through a teachers' strike in the last five years?

In 1968 teachers' strikes were almost unheard of, yet only 10 years later almost one-fifth of all principals responding have been involved in a strike within the last five years. In the Great Lakes region more than one-third of the principals have had that experience--either as a principal, as a teacher, or in some other capacity.

TABLE 89  
EXPERIENCE WITH TEACHERS' STRIKES IN LAST FIVE YEARS

|                                    | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|------------------------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| As Principal                       | 16%          | 16%       | 29%       | 4%        | 30%       | 2%       | 3%        | 15%       | 15%       |
| As Teacher                         | 2            | 3         | 1         | 1         | 3         | xx       | xx        | 3         | 1         |
| Other Than Principal<br>or Teacher | 1            | 1         | 1         | xx        | 2         | 1        | xx        | xx        | 1         |
| No                                 | 81           | 80        | 69        | 95        | 65        | 97       | 97        | 82        | 83        |

One-third of the principals in urban schools have been involved in a strike. That is almost twice the percentage of suburban principals who have (17 percent) and four times that of rural principals (8 percent). Among principals whose morale is bad or very bad, 40 percent have been through a teachers' strike within the last five years. In their opposite group--principals with high or very high morale--only 16 percent have done so.

The opinions of the 19 percent of the sample who have been through a teachers' strike were sought on three additional questions: (1) Was the strike justified? (2) What was the effect of the strike on the relationships among teachers? and (3) What was its effect on the relationship between the teachers and the principal?

Slightly more than half of that group said that the strike was not justified, while better than one-third agreed that the teachers had just cause for striking. In the Great Lakes, where the largest percentage of principals have been through a strike, the division of opinion was much closer on the justification for the

strike.

TABLE 90  
WAS THE TEACHERS' STRIKE JUSTIFIED?\*

|                     | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|---------------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Principals Involved | 16%          | 16%       | 29%       | 4%        | 30%       | 2%       | 3%        | 15%       | 15%       |
| Yes                 | 38           | 29        | 40        | 47        | 42        | xx       | xx        | 23        | 31        |
| No                  | 51           | 48        | 47        | 47        | 47        | 75       | xx        | 69        | 69        |
| Undecided           | 11           | 23        | 13        | 6         | 11        | 25       | 100       | 8         | xx        |

\*Table contains opinions of only those involved in teachers' strikes.

Men principals are more likely to consider the strike justified than are women principals. Several other categories also have differences of opinion about the justification for the strike they have experienced.

TABLE 91  
OPINIONS ABOUT JUSTIFICATION OF TEACHERS' STRIKE\*

|                      | <u>Total</u> | <u>Men</u> | <u>Women</u> | <u>B.A.</u><br><u>Degree</u> | <u>Doctorate</u> | <u>NAESP</u><br><u>Member</u> | <u>Non-</u><br><u>member</u> | <u>Bargain with</u><br><u>Teachers</u> | <u>Bargain</u><br><u>Separately</u> |
|----------------------|--------------|------------|--------------|------------------------------|------------------|-------------------------------|------------------------------|----------------------------------------|-------------------------------------|
| Strike Justified     | 38%          | 41%        | 27%          | 50%                          | 31%              | 28%                           | 46%                          | 58%                                    | 40%                                 |
| Strike Not Justified | 51           | 50         | 54           | 33                           | 65               | 58                            | 45                           | 33                                     | 47                                  |
| Undecided            | 11           | 9          | 19           | 17                           | 4                | 14                            | 9                            | 9                                      | 13                                  |

\*Table contains opinions of only those involved in teachers' strikes.

On this question there is no appreciable difference between the opinions when analyzed on the basis of morale or job security.

As for the effect of the strike on working relationships within the building,



principals generally feel that their relationships with teachers were not affected as much as were the relations between individual teachers--presumably those who struck and those who did not. Nevertheless, a substantial proportion believe the strike had no real effect on working relationships.

TABLE 92  
EFFECT OF TEACHERS' STRIKE ON RELATIONSHIPS WITHIN BUILDING

|                   | <u>Relations Improved</u> | <u>Relations Worsened</u> | <u>No Effect</u> |
|-------------------|---------------------------|---------------------------|------------------|
| Teacher/Principal | 5.5%                      | 42.0%                     | 52.5%            |
| Teacher/Teacher   | 10.6                      | 50.9                      | 38.5             |

The percentages varied slightly, but not significantly, when subjected to cross-tabular analysis. Only one contrast is worth noting. Principals who are covered by a collectively negotiated contract were separated into two groups: those who bargain separately and those who bargain with teachers. A higher percentage of those who bargain with teachers said relations were worsened by strikes than did those who bargain separately--50 percent versus 46 percent, respectively.

## CHAPTER 7

### THE PRINCIPAL'S PROBLEMS AND OPINIONS

"I'm OK--for the most part." That is the message we get from the typical elementary school principal in 1978. Despite rumblings of public discontent with the schools, the typical principal feels pretty good about the education today's schoolchildren are getting. He believes that students are learning more in school than they did 10 years ago and doing at least as well on basic skills. What is more, his school is not having trouble with declining scores on standardized achievement tests, and he reports little or no problem with drugs, sex, violence, censorship, or crisis management at his school.

But that is not to say the typical elementary school principal has no worries. Indeed, he has serious trouble dismissing teachers who cannot, or will not, do their jobs. And he also finds managing student behavior a serious problem. In fact, he believes that the general behavior of pupils in his school is worse than it was 10 years ago.

The typical principal is also rather pessimistic about federal funds for education. In comparison to state and local education dollars, he feels the federal government is giving him less for his money and wasting more.

To what extent is each of the following possible problem areas currently or potentially (within the coming year) a problem for you as principal of the school for which you are now responsible?

The 33 problem areas listed in this question included day-to-day discipline problems, administrative tasks, personnel matters, and crisis situations. Surprisingly, very few of the principals in our sample considered any of them serious problems. Specifically, at least 9 out of 10 elementary school principals say they have little or no problem with drug and alcohol use by students or teachers, pupil-to-teacher violence, school gangs, or the sexual behavior of pupils. And almost as many principals have no trouble with censorship of

textbooks and other learning materials (89.1 percent), use of school time by teachers for union activities (88.4 percent), or crisis and strike management (80.2 percent).\*

What kind of problems do principals have, then? Dismissing incompetent staff and managing student behavior head the list. Table 93 shows the areas that are considered either serious problems or problems by at least a quarter of the total sample.

On the matter of dismissing incompetent staff, our sample's top problem, there are no major differences between male and female principals or from age group to age group, and only slight differences among regions. (For example, 23 percent of the principals in the Rocky Mountains consider it a serious problem, compared to only 10.3 percent of the principals in the Southwest.) Differences did show up in other subgroups, however. Not surprisingly, the bigger the school, the more serious is the problem of dismissing incompetent staff: 27.4 percent of principals with schools enrolling 1,000 or more consider it a serious problem, as compared to 24.7 percent in schools of 700 to 999; 17.4 percent in schools of 400 to 699; 14.5 percent in schools of 100 to 399; and only 10.7 percent in schools with fewer than 100 pupils. Other interesting differences are shown in Table 94.

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\*The possible problem areas were: use of drugs (by pupils, by teachers); managing student behavior; use of alcoholic beverages by students; excessive use of alcoholic beverages by staff; absenteeism (by pupils, by teachers); declining enrollment; staff reductions; dealing with due process problems (of pupils, of teachers); complying with student records regulations; complying with sex discrimination guidelines (Title IX); "back-to-basics" advocates; dismissing incompetent staff; crisis and strike management; evaluating teachers; helping with bond issue and tax elections; staff morale; use of school time by teachers for union activities; vandalism (by pupils in your school, by school-age outsiders); stealing (pupils); violence (pupil-to-pupil, pupil-to-teacher); disregard for authority (by pupils, by teachers); school gangs (pupils in your school, school-age outsiders); declining test scores; sexual behavior of pupils; negotiating own employment contract; and censorship of textbooks, films, and other learning materials by segments of the public. Respondents were asked to check one column--"serious problem," "problem," "little or no problem"--for each item.

TABLE 93  
PROBLEMS THE PRINCIPAL FACES

| <u>Problem Area</u>                         | <u>Percentage Who Consider It a<br/>Serious Problem or a Problem</u> |
|---------------------------------------------|----------------------------------------------------------------------|
| Dismissing Incompetent Staff                | 53.0%                                                                |
| Managing Student Behavior                   | 52.9                                                                 |
| Declining Enrollment                        | 50.5                                                                 |
| Staff Reductions                            | 44.7                                                                 |
| Evaluating Teachers                         | 44.7                                                                 |
| Vandalism by School-age Outsiders           | 43.8                                                                 |
| Pupil Absenteeism                           | 43.2                                                                 |
| Pupils' Disregard for Authority             | 41.9                                                                 |
| Declining Test Scores                       | 32.1                                                                 |
| Complying with Student Records Regulations  | 31.4                                                                 |
| Dealing with Teachers' Due Process Problems | 30.5                                                                 |
| Stealing by Pupils                          | 29.4                                                                 |
| Staff Morale                                | 28.6                                                                 |

TABLE 94  
DISMISSING INCOMPETENT STAFF

|                      | <u>Total</u> | <u>Morale</u> |            | <u>Teachers Have<br/>Collective<br/>Bargaining</u> |           | <u>Principal's<br/>Influence on<br/>Decisions</u> |               | <u>Type of Community</u> |                 |              |
|----------------------|--------------|---------------|------------|----------------------------------------------------|-----------|---------------------------------------------------|---------------|--------------------------|-----------------|--------------|
|                      |              | <u>Good</u>   | <u>Bad</u> | <u>Yes</u>                                         | <u>No</u> | <u>Much</u>                                       | <u>Little</u> | <u>Urban</u>             | <u>Suburban</u> | <u>Rural</u> |
| Serious Problem      | 17.2%        | 15.7%         | 41.6%      | 19.9%                                              | 11.8%     | 14.4%                                             | 27.0%         | 23.1%                    | 17.3%           | 13.9%        |
| Problem              | 35.8         | 36.0          | 33.7       | 36.1                                               | 36.1      | 35.6                                              | 36.8          | 36.2                     | 36.3            | 35.2         |
| Little or No Problem | 44.4         | 45.9          | 22.8       | 41.7                                               | 50.5      | 47.8                                              | 33.6          | 37.7                     | 44.2            | 48.6         |
| No Answer            | 2.6          | 2.3           | 2.0        | 2.4                                                | 1.6       | 2.3                                               | 2.6           | 3.7                      | 2.2             | 2.3          |



In your opinion, are elementary school children learning more or less than they did 10 years ago?

Will Rogers is credited with the cynical but realistic observation that "things ain't nearly as good as they used to be--but then they never was." He might have been talking about education. The charge is frequently made that schoolchildren are not learning as much as they used to. That is an easy criticism to make, because it is generally based on the critic's subjective opinion--usually without benefit of research evidence or facts.

School principals are in a better position than most to offer an informed opinion on this controversial question. So we asked our sample whether they think children are learning more or less than they did 10 years ago. Almost two-thirds of the respondents said "More." Their responses are shown in Table 95, along with some interesting variations in response by certain subgroups of the sample.

TABLE 95

HOW MUCH ARE ELEMENTARY SCHOOL CHILDREN LEARNING AS COMPARED TO 10 YEARS AGO?

|                               | Total | Type of Community |          |       | Teachers Have Collective Bargaining |     |
|-------------------------------|-------|-------------------|----------|-------|-------------------------------------|-----|
|                               |       | Urban             | Suburban | Rural | Yes                                 | No  |
| Learning More                 | 62.3% | 49%               | 67%      | 66%   | 65%                                 | 58% |
| Learning Less                 | 11.3  | 22                | 7        | 9     | 10                                  | 15  |
| About the Same                | 18.3  | 21                | 20       | 16    | 18                                  | 18  |
| Not in Community 10 Years Ago | 8.1   | 8                 | 6        | 9     | 7                                   | 9   |

Our findings are supported by data from a 1978 study of the population at large conducted by *Better Homes and Gardens* magazine and reported in a book entitled *What's Happening to the American Family?* In that survey, 10,000 respondents were asked, "How would you rate the quality of education offered in the schools in your community?" Most of the respondents (60 percent) consider the education being

offered in their schools to be good or very good; 29 percent say it is fair; and only 10 percent say it is poor. It is also interesting to note that 22 percent of the respondents to that survey think the quality of education has improved over the past five years; 34 percent say it has declined; and 27 percent think it is about the same.

Are elementary school children in your community doing as well with the basics as they did 10 years ago?

Toward the end of the sixties, elementary schools were caught up in a host of movements aimed at changing the content of the school curriculum and the procedures of instruction. Reflecting that spirit of change and innovation, the 1968 study of the principalship devoted an entire chapter to "Use and Evaluation of Certain Practices," which included organizational plans such as nongraded schools and team teaching; instructional techniques such as programmed learning and educational TV; and curriculum content such as foreign language and instrumental music in the elementary school.

By the early seventies, however, the schools were being charged with ignoring the "basics." Although it was never adequately defined, "back to basics" became a rallying cry for many segments of the population who were dissatisfied with the public schools.

We asked our respondents for their opinions about how well children were learning the basic skills today as compared to 10 years ago. More than one-third said they see no real change. There were only minor differences among subgroups in their responses to this question.

TABLE 96  
HOW WELL ARE ELEMENTARY SCHOOL CHILDREN LEARNING THE BASICS  
AS COMPARED TO 10 YEARS AGO?

| <u>Better</u> | <u>Worse</u> | <u>About the Same</u> | <u>Not in Community<br/>10 Years Ago</u> |
|---------------|--------------|-----------------------|------------------------------------------|
| 38.8%         | 15.6%        | 34.6%                 | 11.0%                                    |

Nonetheless, in the *Better Homes and Gardens* report, 94 percent of the respondents feel that schools should place a stronger emphasis on the fundamental skills.

Has your school been losing or gaining ground in relation to standardized test scores in recent (last three to five) years?

Concerns about declining scores on standardized achievement tests have received much publicity during the past several years. The same reports that have lamented their decline, however, have frequently ignored or buried the fact that in most elementary schools, test scores have not declined and in a number of cases have actually improved.

Our findings reinforce that assertion. Only 14 percent of the total sample reported losing ground in regard to test scores, while 86 percent indicated that their schools' scores have remained stable or improved. The responses by regions are shown in Table 97.

TABLE 97  
HOW ELEMENTARY SCHOOLS FARED ON TEST SCORES IN RECENT YEARS

|                | <u>Total</u> | <u>NE</u> | <u>ME</u> | <u>SE</u> | <u>GL</u> | <u>P</u> | <u>SW</u> | <u>RM</u> | <u>FW</u> |
|----------------|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|
| Gained         | 43.3%        | 40%       | 48%       | 45%       | 45%       | 40%      | 38%       | 35%       | 43%       |
| Lost           | 13.7         | 4         | 16        | 15        | 14        | 12       | 17        | 11        | 16        |
| About the Same | 43.0         | 56        | 36        | 40        | 41        | 48       | 45        | 54        | 41        |

Score declines were reported by more urban principals than suburban or rural principals. Contrasts were also seen when the responses to this question were analyzed on the basis of the principal's morale and job security. (See Table 98)

How would you compare the general behavior of pupils in your school with what it was 5 years ago? 10 years ago?

When they view the issue of student behavior from a five-year perspective, our sample is fairly well divided about whether pupil behavior has changed. However,

when asked to make an assessment over 10 years, the responses tended to be more negative.

TABLE 98  
GROUPS THAT REPORTED LARGEST LOSSES IN TEST SCORES

|                | Total | Type of Community |          |       | Morale |      | Job Security |      |
|----------------|-------|-------------------|----------|-------|--------|------|--------------|------|
|                |       | Urban             | Suburban | Rural | Low    | High | Low          | High |
| Lost           | 13.7% | 22%               | 11%      | 11%   | 24%    | 14%  | 26%          | 13%  |
| Gained         | 43.3  | 36                | 47       | 45    | 38     | 43   | 37           | 44   |
| About the Same | 43.0  | 42                | 42       | 44    | 38     | 43   | 37           | 43   |

TABLE 99  
GENERAL BEHAVIOR OF ELEMENTARY PUPILS

|              | Much Better | Better | About Same | Worse | Much Worse | Not in This School |
|--------------|-------------|--------|------------|-------|------------|--------------------|
| 5 Years Ago  | 9%          | 16%    | 36%        | 24%   | 2%         | 13%                |
| 10 Years Ago | 6           | 8      | 24         | 27    | 7          | 28                 |

The differences between groups on this question were insignificant.

How much education and other benefits for children is your school system getting from federal funds as compared with state and local funds?

While they vary from system to system, the amount and the proportion of financial support that schools receive from federal, state, and local sources are a matter of record. We wanted to know how well federal moneys are being used in delivering educational services to children. In other words, do principals feel that they get much more, more, less, or much less per dollar from federal funds than from state and local funds?

Of the total sample, 29 percent said they don't know. The remaining 71 percent who do have an opinion on the question are generally pessimistic. The



responses of this group are reported in Table 100.

TABLE 100  
BENEFITS FOR CHILDREN FROM FEDERAL VERSUS STATE AND LOCAL FUNDS

| <u>Much More</u> | <u>More</u> | <u>Same</u> | <u>Less</u> | <u>Much Less</u> |
|------------------|-------------|-------------|-------------|------------------|
| 6%               | 17%         | 15%         | 30%         | 32%              |

A second question attempted to elicit the principals' opinions on financial waste: "How much waste occurs in using federal funds, as compared with state and local funds?" An even higher percentage (37.5 percent) said they don't know. And again, the remaining respondents tend to share a pessimistic view.

TABLE 101  
WASTE OF FEDERAL AS COMPARED TO STATE AND LOCAL FUNDS

| <u>Much More</u> | <u>More</u> | <u>Same</u> | <u>Less</u> | <u>Much Less</u> |
|------------------|-------------|-------------|-------------|------------------|
| 16%              | 28%         | 45%         | 6%          | 5%               |

## EPILOGUE

### THE FUTURE OF THE PRINCIPALSHIP

What will a profile of the typical elementary school principal look like in 1988, when the next in NAESP's series of 10-year studies is planned? It is difficult to make predictions on the basis of the information included in this report--or even, for that matter, on the basis of the raw data. Nevertheless, when we compare the 1978 data with the data from earlier studies, some long-range patterns emerge.

For one thing, unless concerted affirmative action programs are set in place, the principalship will become even more the sole preserve of the white male. In 1968, women held 22 percent of the nation's elementary school principalships; by 1978, the percentage had dwindled to 18. Moreover, fewer than 10 percent of today's elementary school principals are members of a minority group, and the percentage is even smaller (4 percent) for secondary school principals, according to NASSP's recent study of the senior high school principalship.

Second, if present demographic trends continue, we can predict that 1988's elementary school principals will be heading smaller schools--but very possibly being required to preside over more than one school at a time. The median enrollment in elementary schools in 1958 was 536 pupils. By 1968, this median had dropped to 490, and in the 1978 study it was down to 430. The 1978 study also revealed a disturbing trend toward making a principal responsible for more than one school: 18 percent of today's principals administer two or more schools, compared with only 12 percent of the principals in the 1968 survey. The trend is most pronounced in the Plains and Great Lakes regions, where over a quarter of the elementary school principals must run more than one school.

We can also predict with some certainty that principals will become increasingly sophisticated in terms of collective bargaining over the coming decade. Our

data show that already over two-thirds of the nation's elementary school principals work with teachers who bargain collectively, and almost a quarter of the principals are themselves covered by a negotiated contract.

We have no comparable data from 1968 or earlier--the phenomenon of collective bargaining by educators is so new that NAESP did not include it in previous surveys of the principalship. But in just a decade, collective bargaining has had a pronounced effect on how the schools are run. Four out of 10 of the principals surveyed in 1978 believe that teacher bargaining has had a bad effect on the quality of education, and 6 out of 10 believe it has had a negative impact on public opinion. (In comparison, only 1 out of 10 says teacher bargaining has had a good effect on the quality of education, and an even smaller percentage believe it has enhanced public opinion. The rest of the respondents either think negotiations have had little or no effect or say they don't know.)

While we did not ask the question in so many words, it appears that collective bargaining by teachers may be chipping away at some of the traditional prerogatives of the principal. In a list of the principal's top 13 problems, dismissing incompetent staff--especially when they are protected by a negotiated contract--heads the list, and dealing with teachers' due process problems is number 11.

A number of other findings that appear to tell us where we are may well also be telling us which way we are going.

- Eight out of 10 principals believe that the authority given them to run their schools is commensurate with the degree to which they are held responsible if things go wrong.

- Only about a quarter of the respondents believe they have a good deal of influence on school district decisions that affect elementary schools and elementary education. Another half say they have some influence, and the remainder report little or no influence.

- If they had a choice, almost a third of the principals in our sample would prefer to have their salary, fringe benefits, and working conditions determined by formal collective bargaining. In fact, they would prefer almost any method of determining these issues--including the use of the administrative team or a committee of principals--over a unilateral decision by the board of education or superintendent.



- Nine out of 10 elementary school principals are formally evaluated--over two-thirds of them once a year or oftener. The superintendent is most likely to be one of the evaluators, and a fifth of the principals participate in the evaluation themselves.

- Principals have more responsibility for supervision and instructional improvement now than they did 10 years ago. In 1968, 75 percent of the respondents reported having primary responsibility in this area; in 1978, the percentage was 86. Along with this responsibility goes the responsibility for teacher evaluation, which ranked fifth on our list of principals' problems.

- When it comes to the selection of staff, 43 percent of today's principals say, "I have all the authority I need. The central office will not assign a teacher to my school over my objections." Another 38 percent report, "I don't have as much authority as I would like, but the central office does listen to me. In disagreements over personnel, I win more frequently than I lose."

- In one very tangible sense--buying power--principals are doing better than ever before. The median salary of elementary school principals in 1978 was \$21,500, compared with \$6,237 in 1958 and \$9,700 in 1968. Even when these figures are adjusted for inflation, the principals have come out ahead: that \$21,500 amounts to \$9,460 in 1958 dollars, or an increase in buying power of over 50 percent.

As NAESP President Nellie Quander pointed out in her Foreword to this volume, today's elementary school principals are facing increasing pressures, both political and financial, in the management of their schools. The principal has often been called "the man in the middle," and many principals believe that that rhetoric is now becoming an uncomfortable reality. Nevertheless, in the light of such findings as we have documented here, it would be hard to say that the principal is the loser in the educational power game. Rather, principals are discovering that the rules of the game are changing rapidly. Declining enrollments, staff reductions, tighter budgets, and growing militancy on the part of teachers and administrators are all redefining the part principals must play in the school system's power structure.

It is an unfortunate fact that the principal's role is all too often defined by people outside the principal's office: by state and federal legislators, the central office, the community. The future demands that we define our own roles, within the context of the constraints we confront and the opportunities we envision. Elementary school principals, we have discovered, are beginning to do just that.



## APPENDIX

Ideally, a survey such as this should contact every elementary school principal in the country. But that is impossible--and also unnecessary. Instead, we took a master list of over 59,000 principals and picked out over 2,500 at random--about 1 in 23--to receive questionnaires. We received back 66 percent of those questionnaires, which is about 1 reply for every 35 principals in the country.

If we had managed to contact all 59,000 principals, the results here might have been different. But according to the mathematics, our sample was large enough to give a good indication of how all principals would have responded. That is, although receiving replies from all principals would certainly have made small differences in these results, it is unlikely that the differences would have been large.

Some principals who received questionnaires, of course, did not send them back. There is always the possibility that this special group might have answered differently. For example, perhaps some principals who are insecure in their jobs are reluctant to tell us so, even anonymously. Here the mathematics cannot help, and we must simply remain alert to the fact that the missing replies might have affected the results.

Readers interested in computing the uncertainty in results due to our use of a sample should consult the remainder of this Appendix.

#

It is impossible to ascertain exactly how much a sample percentage differs from an entire-population percentage, but there is a method to estimate the expected variation--the range in which the true population percentage would probably fall, if it were known. Such a range of values is called the *confidence interval*; the upper and lower limits of this interval are called the *confidence limits*. The likelihood, or probability, that the population percentage falls

in the confidence interval is called the *degree of confidence*. Table A provides information to estimate the *90 percent confidence limits* for a population, once a sample percentage is known. The population percentage would be expected to fall within these limits 90 times in 100.

The reader may also wish to compare one percentage reported in this study with another. If one sample percentage is larger than another, it may not mean that the corresponding population percentages differ by a like amount. In fact, a difference between two sample percentages may be due only to chance. Table B gives the percentage points by which two sample percentages must differ before the reader can infer with 90 percent confidence that the corresponding population percentages are actually different. Find the intersection of the appropriate row and column of the table. If the difference between the sample percentages is less than the number shown, it is unsafe to conclude that the population percentages are different.

Table B may also be used to obtain the approximate 90 percent confidence interval for the difference between two population percentages. The value obtained from the table may be added to and subtracted from the sample difference to obtain the approximate confidence limits. The probability that the difference between the two population percentages falls in this interval is again .90.

The reader will need the sizes of the subgroups in order to use Tables A and B. Table C gives this information.

TABLE A -- APPROXIMATE NUMBER OF PERCENTAGE POINTS TO BE ADDED TO AND SUBTRACTED FROM THE OBSERVED SAMPLE PERCENTAGES TO OBTAIN THE 90 PERCENT CONFIDENCE LIMITS FOR THE POPULATION PERCENTAGES

| Size of Subgroup | Observed Percentage Near |            |            |            |     |
|------------------|--------------------------|------------|------------|------------|-----|
|                  | 10% or 90%               | 20% or 80% | 30% or 70% | 40% or 60% | 50% |
| 1                | 2                        | 3          | 4          | 5          | 6   |
| 100-199          | 5.0                      | 6.6        | 7.6        | 8.1        | 8.3 |
| 200-299          | 3.5                      | 4.7        | 5.3        | 5.7        | 5.8 |
| 300-399          | 2.9                      | 3.8        | 4.4        | 4.7        | 4.8 |
| 400-499          | 2.5                      | 3.3        | 3.8        | 4.0        | 4.1 |
| 500-599          | 2.2                      | 2.9        | 3.4        | 3.6        | 3.7 |
| 600-699          | 2.0                      | 2.7        | 3.1        | 3.3        | 3.4 |
| 700-799          | 1.9                      | 2.5        | 2.9        | 3.0        | 3.1 |
| 800-899          | 1.7                      | 2.3        | 2.7        | 2.9        | 2.9 |
| 900-999          | 1.6                      | 2.2        | 2.5        | 2.7        | 2.7 |
| 1,000-1,099      | 1.6                      | 2.1        | 2.4        | 2.5        | 2.6 |
| 1,100-1,199      | 1.5                      | 2.0        | 2.3        | 2.4        | 2.5 |
| 1,200-1,299      | 1.4                      | 1.9        | 2.2        | 2.3        | 2.4 |

TABLE B -- COMPARING TWO PERCENTAGES -- APPROXIMATE DIFFERENCE REQUIRED FOR SIGNIFICANCE AT .90 LEVEL  
OF CONFIDENCE FOR SELECTED SUBGROUP SIZES OR TWO SAMPLES

| Subgroup Size                   | Subgroup |         |         |         |         |         |         |         |         |      |
|---------------------------------|----------|---------|---------|---------|---------|---------|---------|---------|---------|------|
|                                 | 50-149   | 150-249 | 250-349 | 350-449 | 450-549 | 550-649 | 650-749 | 750-849 | 850-949 | 950- |
| 1                               | 2        | 3       | 4       | 5       | 6       | 7       | 8       | 9       | 10      | 11   |
| For percentages from 35 to 65   |          |         |         |         |         |         |         |         |         |      |
| 50-149                          | 11.6     | 10.1    | 9.5     | 9.2     | 9.0     | 8.9     | 8.8     | 8.7     | 8.6     | 8.5  |
| 150-249                         | 10.1     | 8.2     | 7.5     | 7.1     | 6.9     | 6.7     | 6.6     | 6.5     | 6.4     | 6.3  |
| 250-349                         | 9.5      | 7.5     | 6.7     | 6.3     | 6.0     | 5.8     | 5.7     | 5.6     | 5.4     | 5.3  |
| 350-449                         | 9.2      | 7.1     | 6.3     | 5.8     | 5.5     | 5.3     | 5.2     | 5.0     | 4.9     | 4.8  |
| 450-549                         | 9.0      | 6.9     | 6.0     | 5.5     | 5.2     | 5.0     | 4.8     | 4.7     | 4.5     | 4.4  |
| 550-649                         | 8.9      | 6.7     | 5.8     | 5.3     | 5.0     | 4.7     | 4.6     | 4.4     | 4.3     | 4.2  |
| 650-749                         | 8.8      | 6.6     | 5.7     | 5.2     | 4.8     | 4.6     | 4.4     | 4.3     | 4.1     | 4.0  |
| 750-849                         | 8.7      | 6.5     | 5.6     | 5.0     | 4.7     | 4.4     | 4.3     | 4.1     | 3.9     | 3.8  |
| 850-949                         | 8.6      | 6.4     | 5.4     | 4.9     | 4.5     | 4.3     | 4.1     | 3.9     | 3.7     | 3.6  |
| 950-                            | 8.5      | 6.3     | 5.3     | 4.8     | 4.4     | 4.2     | 4.0     | 3.8     | 3.6     | 3.5  |
| For percentages around 30 or 70 |          |         |         |         |         |         |         |         |         |      |
| 50-149                          | 10.7     | 9.2     | 8.7     | 8.4     | 8.3     | 8.1     | 8.1     | 8.0     | 7.9     | 7.8  |
| 150-249                         | 9.2      | 7.5     | 6.9     | 6.5     | 6.3     | 6.2     | 6.0     | 6.0     | 5.8     | 5.7  |
| 250-349                         | 8.7      | 6.9     | 6.2     | 5.8     | 5.5     | 5.3     | 5.2     | 5.1     | 5.0     | 4.9  |
| 350-449                         | 8.4      | 6.5     | 5.8     | 5.3     | 5.1     | 4.9     | 4.7     | 4.6     | 4.5     | 4.4  |
| 450-549                         | 8.3      | 6.3     | 5.5     | 5.1     | 4.8     | 4.6     | 4.4     | 4.3     | 4.1     | 4.0  |
| 550-649                         | 8.1      | 6.2     | 5.3     | 4.9     | 4.6     | 4.4     | 4.2     | 4.1     | 3.9     | 3.8  |
| 650-749                         | 8.1      | 6.0     | 5.2     | 4.7     | 4.4     | 4.2     | 4.0     | 3.9     | 3.7     | 3.6  |
| 750-849                         | 8.0      | 6.0     | 5.1     | 4.6     | 4.3     | 4.1     | 3.9     | 3.8     | 3.6     | 3.5  |
| 850-949                         | 7.9      | 5.8     | 5.0     | 4.5     | 4.1     | 3.9     | 3.7     | 3.6     | 3.4     | 3.3  |
| 950-                            | 7.8      | 5.7     | 4.9     | 4.4     | 4.0     | 3.8     | 3.6     | 3.5     | 3.3     | 3.2  |



For percentages around 20 or 80

|         |     |     |     |     |     |     |     |     |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 50-149  | 9.3 | 8.1 | 7.6 | 7.4 | 7.2 | 7.1 | 7.0 | 7.0 | 6.9 | 6.8 |
| 150-249 | 8.1 | 6.6 | 6.0 | 5.7 | 5.5 | 5.4 | 5.3 | 5.2 | 5.1 | 5.0 |
| 250-349 | 7.6 | 6.0 | 5.4 | 5.0 | 4.8 | 4.7 | 4.5 | 4.5 | 4.3 | 4.2 |
| 350-449 | 7.4 | 5.7 | 5.0 | 4.7 | 4.4 | 4.2 | 4.1 | 4.0 | 3.9 | 3.8 |
| 450-549 | 7.2 | 5.5 | 4.8 | 4.4 | 4.2 | 4.0 | 3.9 | 3.8 | 3.6 | 3.5 |
| 550-649 | 7.1 | 5.4 | 4.7 | 4.2 | 4.0 | 3.8 | 3.7 | 3.6 | 3.4 | 3.3 |
| 650-749 | 7.0 | 5.3 | 4.5 | 4.1 | 3.9 | 3.7 | 3.5 | 3.4 | 3.3 | 3.2 |
| 750-849 | 7.0 | 5.2 | 4.5 | 4.0 | 3.8 | 3.6 | 3.4 | 3.3 | 3.1 | 3.0 |
| 850-949 | 6.9 | 5.1 | 4.3 | 3.9 | 3.6 | 3.4 | 3.3 | 3.1 | 3.0 | 2.9 |
| 950-    | 6.9 | 5.0 | 4.2 | 3.8 | 3.5 | 3.3 | 3.2 | 3.0 | 2.9 | 2.8 |

For percentages around 10 or 90

|         |     |     |     |     |     |     |     |     |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 50-149  | 7.0 | 6.0 | 5.7 | 5.5 | 5.4 | 5.3 | 5.3 | 5.2 | 5.2 | 5.1 |
| 150-249 | 6.0 | 4.9 | 4.5 | 4.3 | 4.1 | 4.0 | 4.0 | 3.9 | 3.8 | 3.7 |
| 250-349 | 5.7 | 4.5 | 4.0 | 3.8 | 3.6 | 3.5 | 3.4 | 3.3 | 3.3 | 3.2 |
| 350-449 | 5.5 | 4.3 | 3.8 | 3.5 | 3.3 | 3.2 | 3.1 | 3.0 | 2.9 | 2.8 |
| 450-549 | 5.4 | 4.1 | 3.6 | 3.3 | 3.1 | 3.0 | 2.9 | 2.8 | 2.7 | 2.6 |
| 550-649 | 5.3 | 4.0 | 3.5 | 3.2 | 3.0 | 2.8 | 2.7 | 2.7 | 2.6 | 2.5 |
| 650-749 | 5.3 | 4.0 | 3.4 | 3.1 | 2.9 | 2.7 | 2.6 | 2.6 | 2.4 | 2.3 |
| 750-849 | 5.2 | 3.9 | 3.3 | 3.0 | 2.8 | 2.7 | 2.6 | 2.5 | 2.3 | 2.2 |
| 850-949 | 5.2 | 3.8 | 3.3 | 2.9 | 2.7 | 2.6 | 2.4 | 2.3 | 2.2 | 2.1 |
| 950-    | 5.1 | 3.7 | 3.2 | 2.8 | 2.6 | 2.5 | 2.3 | 2.2 | 2.1 | 2.0 |

TABLE C -- ELEMENTARY SCHOOL PRINCIPALSHIP STUDY: SAMPLE AND SUBGROUP SIZES

| <u>Composition of Group</u>                | <u>Number</u> |
|--------------------------------------------|---------------|
| All Respondents                            | 1,688         |
| Subgroups of Respondents                   |               |
| Men                                        | 1,381         |
| Women                                      | 304           |
| Under 35 Years of Age                      | 197           |
| 35-49                                      | 873           |
| 50 and Older                               | 604           |
| New England                                | 108           |
| Mideast                                    | 255           |
| Southeast                                  | 341           |
| Great Lakes                                | 372           |
| Plains                                     | 186           |
| Southwest                                  | 136           |
| Rocky Mountains                            | 74            |
| Far West                                   | 210           |
| B.A. Degree                                | 59            |
| M.A. Degree                                | 1,227         |
| Six-Year Certificate                       | 290           |
| Doctorate                                  | 82            |
| NAESP Member                               | 769           |
| Nonmember                                  | 919           |
| Enrollment 1,000 or more                   | 62            |
| Enrollment 700-999                         | 186           |
| Enrollment 400-699                         | 728           |
| Enrollment 100-399                         | 670           |
| Enrollment below 100                       | 28            |
| Urban Community                            | 390           |
| Suburban Community                         | 625           |
| Rural Community                            | 656           |
| Less Than 5 Years of Experience            | 352           |
| 5-14 Years of Experience                   | 867           |
| 15 or More Years of Experience             | 434           |
| Excellent/Good Morale                      | 1,559         |
| Bad/Very Bad Morale                        | 101           |
| Very/Fairly Secure in Job                  | 1,628         |
| Somewhat/Very Insecure in Job              | 47            |
| Much/Some Influence on Decisions           | 1,302         |
| Little/None Influence on Decisions         | 378           |
| Teachers Have Collective Bargaining        | 1,128         |
| Teachers Do Not Have Collective Bargaining | 507           |
| Principals Bargain with Teachers           | 94            |
| Principals Bargain Separately              | 263           |
| Principals Do Not Bargain                  | 1,266         |

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